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CHAPTER I

INTRODUCTION

Significance of the Study

The influence of the home on the child is of major importance, if not the most important factor, in the development of the personality.

Most authorities on child development stress the significance of the home background as an influence on the growth of the child.

Concerning this point, Driscoll and Meek state:

In the development of personality the place which the family milieu and home environment will play is of primary significance. The family milieu has much to teach the child and has a profound influence upon his behavior. The young child feels more than he understands. He imitates more than he reasons. Day by day he sees his parents and his brothers and sisters acting in response to the demands of life. He feels the anger, the tension, the happiness and the fear that grips the individual members of the family. He reacts to these and incorporates many such responses into his own behavior. While the child's personality will be determined somewhat by his physical, mental and social development, it will be essentially an expression of the interaction between his developing individualism and the environment of his family.¹

Furthermore, Teagarden feels that the role the family plays

1. G. P. Driscoll and L. H. Meek, "The influence of Early Childhood Experience upon Personality Development," Personality Development of the Elementary School Child, Fifteenth Yearbook of the National Elementary Principals, Washington, D. C.: National Education Association, 1936, pp. 301-302.

in determining the personality of the child "is so important, so far reaching, so subtle, so inadequately studied," that she considered omitting such a chapter from her book, "for fear of its too obvious shortcomings."²

If the elements of the home which produces model pupils were known, these elements could be made the basis of adult or parent education.

Statement of the Problem

This study is an attempt to analyze the home environment of twelve pupils of the Elon College Public School, Elon College, North Carolina, conceded to be model by their teachers and fellow-classmates. In order to adequately develop the major problem, it was necessary to answer the following questions:

1. What is a model pupil?
2. What is the home background of each of the selected twelve pupils?
3. What are the common elements in these homes?
4. What recommendations can be based on this study?

Delimitation of the Problem

The pupils selected were limited to grades four through twelve of the Elon College Public School.

The Elon College community represents a cross section of all classes of people. The nucleus of the village, consisting of

2. Florence M. Teagarden, Child Psychology for Professional Workers. New York: Prentice Hall, 1940, p. 215.

about eight hundred people, is a denominational college. An orphanage of the same church is also located in the village. On the outskirts of the town are several residential districts, occupied, for the most part, by people who work in the Western Electric plant in Burlington, N.C. Included in this group is a considerable number of people from the northern states. In the outlying districts, there are farmers and many people who are employed in the textile and hosiery mills of the surrounding towns. Because of inadequate housing facilities, some of the people live in tents. A problem of tremendous complexity to those vitally concerned with the larger aspects of the educative process in a democratic society arises from the wide range of home environment and the consequent opportunities represented in the community.

Method

In order to avoid the duplication of this subject and also to find related material the following references were checked:

United States. Library of Congress. A List of American Doctoral Dissertations. Washington, D.C.: Government Printing Office, 1913-1940.

Doctoral Dissertations Accepted by American Universities, Compiled for the National Research Council of Learned Societies by the Association of Research Libraries. New York: The H.W. Wilson Company, 1934-1948.

Good, Carter Victor. "Doctors! Theses Under Way in Education".

Journal of Educational Research January issue, 1931-1946.

Gray, Ruth A. Doctors' Theses in Education: A List of 797 Theses Deposited with the Office of Education and Available for Loan. Office of Education Pamphlet, 1935, No. 60. Washington, D.C.: Government Printing Office, 1935. 69 pp.

Gray, Ruth A. "Recent Theses in Education". School Life, 1933-1948. (Education for Victory replaced School Life for the duration of the war, March 3, 1942-June, 1945.).

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets. New York: The H.W. Wilson Company, 1932-1948.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies, (March, 1938-June 1948). New York: The H.W. Wilson Company, 1938-1948.

The survey method was used in securing the data for this thesis.

The definition of a model pupil was determined by the consensus of pupils, three teachers from each department of the school, and three theorists. This definition was approved by a committee of experts in the field of elementary and secondary education. The information used in the case studies of the homes was obtained by the use of a questionnaire and by interviews with the parents.

An investigation of the records revealed no study on this subject.

CHAPTER II

CHARACTERISTICS OF A MODEL PUPIL

There is a disposition to call the non-trouble maker a model pupil. There are two schools of thought concerning the characteristics of a model pupil. To many, the quiet, submissive, compliant child of above average ability, is model. To others, the model pupil is quite different.

Traits Suggested by the Committee

In an attempt to arrive at a satisfactory definition of a model pupil, the opinions of a balanced group of teachers and theorists were secured. Included in the group interviewed were three teachers from each department of the elementary and secondary schools, a principal, a Director of Instruction, and a Dean of a School of Education. Each person interviewed was asked to submit the outstanding characteristics of a pupil he considered to be model. The traits suggested were listed on filing cards and grouped according to similarity of meaning. From the grouping emerged the following character traits which help to make a model pupil: (1) Above average ability, (2) Intellectual curiosity, (3) Varied interests, (4) Industry, (5) Pragmatic thinker, (6) Perseverance, (7) Independence, (8) Pleasing and flexible personality, (9) Social competence for age (10) Cooperation, (11) Leadership, (12) Respect for self and others,

(13) Tolerance, and (14) Trustworthiness

Traits Revealed in Literature

In their discussion of the model child, Truxal and Merrill state:

The average primary teacher is delighted to have in her classroom a few model pupils to off-set the nerve strain occasioned by those others who are forever getting into mischief. All too often she is apt to assume that the offenders against rules and discipline will be the mental cases of tomorrow. Actually the reverse may be the case; the model child, who is obedient, attentive and intellectually above average, is the more likely candidate for a future schizophrenic clinic. The "model" pupil in the class-room is often anything but a model social being on the playing field or in other group activities with his contemporaries. Attitudes of withdrawal and superiority under these conditions may be compensatory mechanisms for physical and social inadequacy, non-participation in group games and similar attributes. In spite of his intellectual superiority the "model" child may be hopelessly naive in the simplest affairs of the adult world. The imbalance between intellectual and personality development may lead to later mental difficulty.¹

According to Teagarden the character traits of a well adjusted child are:

1. Ability to learn.
2. Ability to take directions.
3. Ability to initiate.
4. Ability to get along with others.
5. Perseverance.
6. Popular socially.
7. Leadership
8. Participation in more than usual extra-curricular activities.

1. Andrew G. Truxal and Frances E. Merrill, The Family in American Culture, New York: Prentice-Hall, 1947, p. 443.

9. Dependable.
10. Well-rounded.
11. Socially skilled.

Traits Used in the Study

After due consideration of the consensus of teachers, administrators, and authorities in the literature the following definition of a "Model Pupil" was selected for use in this study: A model pupil is a child with above average ability, whose intellectual curiosity provides self-motivation in various curricular and extra-curricular activities. This results in an open-minded, independent worker, and a pragmatic thinker who is resourceful in the use of his time and perseveres until a job is well-done. He is sturdily but intelligently independent. His personality is pleasing and flexible. He is socially competent for his age: he cooperates in work and play either as a leader or follower. He respects himself and usually controls himself; furthermore, he respects others, therefore, he is courteous, considerate and tolerant. Above all he is trustworthy; he is honest, truthful and dependable.

CHAPTER III

CASE STUDIES

In an effort to discover the common elements in homes producing model pupils, case studies were made of the home environment of twelve pupils selected from grades four through twelve of the local school. Names of pupils who most nearly met the requirements of the definition of a model pupil evolved in this study, were submitted by the teachers to the author. From this list the twelve most frequently mentioned--with the exception of one--were chosen for study.

The information used in the case studies was obtained by means of a data sheet and a questionnaire. The data was secured from various sources, employers, cumulative records, ministers and close friends of the parents. In personal interviews with the mothers, information was acquired for the questionnaire. In addition to the answers to the questionnaire interesting facts and impressions were revealed which made the case studies more complete.

From the material assembled by this method the case studies were compiled which follow in alphabetical order.

Freeman Batten

Freeman Batten is a ten year old boy in the fifth grade. He lives in Veterans Drive, a residential district near the village, with his parents, an older sister and a younger brother. The oldest brother has recently joined the Army Air Corps. He and the sister are, also, very intelligent. The family has moved several times. Freeman's earliest years were spent on a farm, which produced a meager income. For several years the Battens have lived in towns, and have had more income. Two years ago they bought their home, which was furnished by an uncle. Last summer they sold their old car and purchased a new one. At times their income was inadequate, but relatives of the family came to their rescue.

The father, thirty-six years old, is handicapped by being deaf, practically dumb, and having a very nervous temperament. At times he has either left a job or been dismissed from it because of a temper tantrum. Since he is a highly skilled weaver, much in demand, he usually finds it easy to obtain work. He finished the eighth grade in a school for the deaf. He enjoys an occasional movie, family picnics, and gatherings of deaf friends.

The mother, also thirty-six years old, is a very neat person with a disposition to be calm and to preserve equanimity. This propensity on her part, tends to balance her husband's disposition to be temperamental and easily exasperated.

She, too, is deaf and speaks in a guttural voice. She completed the eleventh grade in a school for the deaf. While she has usually confined herself to homemaking, since last spring she has worked as a wrapper in a mill. At the present time she is working on the third shift; the father is at home while she is away, since he works on the second shift. As a means of recreation she reads books and magazines, goes to movies, and on outings with her family.

The neighborhood includes a heterogeneous group of people with moderate means. The five room house is quite attractive. The lawn is in the process of being planted, which attests to the hard work of the older son last summer. The home is comfortable and liveable though rather close quarters for the family because it has only two bedrooms. Freeman shares his room with his little brother. The house is heated with an oil furnace and is equipped with electric fixtures--water heater, stove, washing machine, refrigerator, radio and clock. A daily newspaper, books and some magazines--Life, Look, Time, and The Saturday Evening Post comprise the recreational reading material in the home. The magazines are contributed regularly by a friend of the mother.

The whole family attends church and Sunday School most of the time. The parents often attend the church for the deaf in Burlington, at times, accompanied by the children. As a general rule the children attend a neighborhood church.

The family is stable in spite of the financial strain it undergoes at times. There is evidence of affection, sympathy, encouragement, security, and a sense of protection in the home. The independence of the parents is reflected in the children.

Freeman, a breast-fed baby, was not kept on a regular schedule, since the parents used their common sense and their experience with the two older children, in rearing him. When he was a small child he had few proper toys. During his pre-school years he spent hours looking at books, playing with cars and his wagon. He was not encouraged to "show off". His older brother and sister read to him and played with him. From them he learned to pick up and put away his possessions and to do his share of the housekeeping. He was not paid for this work as the children were taught to share in the responsibility of keeping the home. He has an allowance when the family has the money, the amount depending on his achievement in school. At times he is allowed to have his friends in the home, occasionally the mother gives them food or drinks. Since the family left the country, he has had playmates--described by the mother as "rough" because they are always wrestling and occasionally fighting. On most occasions he has been allowed to express his opinions. When taking trips on outings the family as a whole makes the decision as to where they will go.

He has always been punished with a belt or kept at home from some place. The mother has never become lax in her

discipline and always insists that he do his work well in school or at home. He was punished most often for failure to finish some job or for playing too boisterously.

Since he is older he often works outside of the home, mowing or raking lawns, and running errands. Although his earnings are spent as he pleases, he often buys clothing with part of it. So far he has not been able to save any money.

He spends much of his leisure time playing with his little brother. When the two are playing alone, they play "cowboy" or "detective", using pantomime for the usual exclamations and orders. When joined by neighborhood boys they revert to realistic procedure. Freeman reads many books of various types from comics to biography. This interest in reading is probably the outgrowth of the mother's zeal to give her children every advantage possible. She took her children regularly to a city library to borrow books when one was accessible. Freeman enjoys an occasional movie or trip with the family.

The mother's vigilance and untiring effort to provide for his physical, mental, emotional, and social needs account, to a great extent, for his well-adjusted personality and co-operative endeavor.

Janet Beers

Janet Beers is a fifteen year old girl in the tenth grade. She and a sister, Martha, three years hersenior, came from Waverly, Virginia, to live at the Christian Orphanage seven years ago. Their mother had died a year before, leaving her husband and eight children, Janet being the youngest. Two of the older boys had previously married. The father, employed in a mill out of town, was at home only on weekends, and the two older girls failed to provide a suitable home for the younger children. Some of the ladies of the Christian Church, of which the mother had been a member, recognizing the superior worth of the two younger girls, cooperated with their Welfare Board and placed them in the orphanage here.

The father has visited the girls a few times. He was of Pennsylvania Dutch parentage and spoke broken English. The Orphanage personnel found it difficult to converse with him, but they were of the opinion that he had very little education. He was a member of the Baptist Church. While he has never given the girls money, he always brought them fruit and candy when he visited them. He seemed to be fond of them.

The home in Waverly had four large rooms. The mother was "easy to get along with" and always encouraged the children to do their best in school and out. The father was always proud of the good report cards the children brought home. One of the favorite games of the younger children was playing school. During this time Martha read many books to Janet. While they

had a daily newspaper in the home, their only books were an accumulation of old school books which they had been required to buy, and many funny books. Their school and church parties were high-lights of their lives.

At the Orphanage Janet lives in a building with twenty-two other children of various ages. Since her sister left last summer, Janet rooms with a friend. They have ample room for their personal property. The older girls have their own bathroom. There is a library as well as a large comfortable living-room in the building. They have a piano, a radio, a daily paper, and some magazines at their disposal. The children are under the supervision of two "matrons", one is a dietitian; the other is the house mother. The latter, Miss Hattie Brakefield, a former school teacher, has supervised Janet since she came there. Miss Brakefield attended college only two years. While there she took a two years teacher's course and piano. She is interested in the children, and finds something lovable in each one of them. She strives to give each one of them the fundamentals of decent living.

The older children are required to assist with the work, which is rotated from week to week. Janet cooperates in this work and does her work well. She receives no allowance. Her sister, Martha sends her spending money this year. She has the privilege of selecting her own clothes, with supervision, if needed. She may have guests occasionally. Miss Brakefield assists in entertaining when advisable.

As a little girl, Janet learned to pick up and put away her property. She always fitted well into the group, shared with others, and took some responsibility for their welfare. She has been taught the social graces, so is poised and self assured. In recent years Janet has been allowed to take charge of the morning and evening devotions. She attends church, Sunday school, and Pilgrim Fellowship regularly and is active in all three. As a little girl Janet never cared for dolls and indoor games. She has always loved to play outdoors; Hide and Seek is still one of her favorite games. As an older girl she enjoys reading, the radio and movies. She often plans movie parties. She plays basketball on the high school team.

Janet has required little discipline. On the few occasions it was necessary, she was sent to her room, sent to bed, or deprived of some privileges. Miss Brakefield attributes her well adjusted personality to good health, superior ability, and to her kindness of heart, which have developed through her associations and through the various activities she has engaged in since she has been at this institution.

Margaret Boland

Margaret Boland is a fifteen year old girl in the ninth grade. She lives near the village with her parents, her maternal grandfather and a younger sister, who is also a "model" student. The family has moved several times but only three times during Margaret's lifetime. The family lives on an above average income and has in its possession two cars.

Her father is fifty years old. He is disposed to be quiet and reserved, with an even temperament. He attended Oak Ridge Military Institute and then took a business course. He is a supervisor of Personnel and Safety with Associated Transport Company. He is a member of the local school board and of a civic club. During his leisure time he supervises his mother's farm.

Her mother, who is fifty years old, also, is an even tempered, amiable, and resourceful person. She is not as patient with the girls as her husband. She attended college two years, completing a course in teacher's training. The lure of earning her own money led her to abandon her college work and go to teaching--much to her regret at the present time. Four years ago she resumed her work as a teacher and is now working toward her B.A. Degree. She is a member of the Women's Club and of the Congress of Parents and Teachers. She and her husband play bridge with friends. Since her father lives with her and she practically reared several of her sisters and brothers after her mother's death, her home is the scene of

many family gatherings.

The Bolands, in recent years, built a modern seven room home on their small farm. It is attractive, with well-kept grounds. The inside is quite comfortable and livable. It has two baths, an oil furnace, automatic hot water, and other labor saving devices. Margaret has her own room since her older sister married. The grandfather assists with the housework, the garden, and small truck patches. There are quite a few books and magazines, suited to various members of the family, in the home. They are regular subscribers to Life, Readers Digest, Good Housekeeping, the Ladies Home Journal, Better Homes and Gardens, The American Girl and a Movie Magazine-- the latter is Margaret's favorite. There are two radios and a piano in the home.

The family attends church and Sunday school regularly. Mrs. Boland is a teacher in the former. She and the girls are also active in the various branches of the missionary society.

Margaret's babyhood progressed on a regular schedule. Her breast feedings were supplemented by bottle feedings. A pediatrician supervised her rearing. Her mother profited by her past experience with her first child, and the help of books and magazines. As a baby, Margaret liked to play with blocks, dolls, and kitchen utensils. During her pre-school years she spent much of her time drawing, coloring, making paper doll clothes, and playing with the latter. She also

enjoyed riding her tricycle--and later, her bicycle. During this time she played constantly with a girl two years her senior. They often dressed up to represent different characters and put on little shows or plays. While playing with her friend and her younger sister, Margaret learned to share her possessions. When quite young she began to help with the housekeeping. When she was older, she had regular duties suited to her age. She was not paid for her work but had an allowance when there was money available. She had few opportunities to earn money outside of the home. When she did, she spent it as she pleased unless it was needed for clothes.

The Bolands treated Margaret as an adult with a mind of her own--the mother wonders if at times she didn't practice this theory to excess. She helps plan the activities of the family and practically selects the movies of the week which the family attends together. Margaret has had to be disciplined occasionally. When she was young, she was switched or made to sit on a stool. Now she is punished by being deprived of the weekly show. She has been punished most often for failure to meet her responsibilities or for not going to bed at the required hour. The grandfather living in the home has been both a help and a hindrance to the parents. He is a firm disciplinarian who refuses to tolerate an undue amount of bickering among the children. Yet, he spoils them in other ways. When Margaret was quite young, he would eat the vegetables she disliked, if the mother turned her back. Margaret is a talented

young pianist and has ability in art. She is active in her Girl Scout Troop. Cats and dogs are her favorite pets. She likes to dance and go to parties, and is interested in boy friends. As yet, she hasn't started dating.

Her mother grants that Margaret is endowed with a fair share of intelligence, but feels that she and the father played a big part in her development, for it took a lot of pushing, a lot of training and endless vigilance, to make her the girl she is.

Charles Bowden

Charles Bowden, a ten year old boy in the fifth grade, lives with his parents and his two brothers in the suburbs of the village. His older brother is also a "model" child. His family owns their own home and a car; their income is above average.

His father, who is forty-three years old, is of a nervous temperament and is somewhat sensitive, yet he is so well controlled that it is not apparent to the casual observer. He is very patient and amiable. He is a versatile person. In addition to his teaching at the college he serves in the capacity of Dean of the College and of Men, the two jobs being combined. He also serves as a minister of a church on a supply basis. He has his PhD Degree in Philosophy from Yale. His mechanical ability and musical talent prove worthwhile resources for leisure time. In addition, he is a member of the local Civic Club.

Charles' mother, a homemaker, is forty-one years old. She was reared in Idaho. She is an independent person with an even temperament and is sociable, cultured and a gifted musician. After she received her M.A. Degree in Christian Ethics from Yale, she worked as Student Secretary with the Young Women's Christian Association. Various activities fill her leisure time, such as meetings of the Women's Club, the Congress of Parents and Teachers, concerts, lectures, the movies and an

occasional game of bridge.

The father preaches on many Sundays and the children attend Sunday school and Church regularly. The mother has always attended regularly until recently.

The Bowden home is in a good neighborhood and it is attractive and homelike. The six rooms, bath and lavatory are inadequate for the family, as they need a large play room. Charles shares a room with his older brother. The home is heated with an oil heater and is equipped with electrical appliances, except for a gas range.

A piano, a violin, a trumpet, two radios and a recorder take care of the musical needs of the family. The family library includes, in addition to a general collection of books, a good encyclopedia, and many comic books. Several magazines--Children's Activity, Life, The Saturday Evening Post, Time, The American, Colliers, The Christian Herald, and Social Action--and two daily papers provide recreational reading material.

Charles, a breast-fed baby, was kept on a regular schedule for the first three years of his life. He was reared under the care of a pediatrician. Books and magazines contributed to his care also. As a toddler he liked to play with his older brother and other children. He spent many happy hours playing with his hammer bed, cars, balls, toys to be pulled around, and above all, his dog, Inky. He would sit for long periods of time "communing" with a large shaggy dog belonging to a neighbor. As a pre-school child he played with construction

blocks, his tricycle, and a wagon. He colored with crayons and played with his blackboard. He played with his pets most of all. Even though there were many people in the home visiting during his childhood and they often played with him, he was never encouraged to show off. He wasn't the type. He was taught to share his toys and to use good manners. He learned to pick up and put away his toys. Since he is older he has duties to perform in the home; he washes dishes and windows, empties the garbage pail and straightens his room. He is not paid for this work, but understands that it is his share of the responsibility of keeping his home. The boys usually decide among themselves how the work shall be divided. Until this year dish-washing was an endless task often necessitating parental intervention; otherwise they work together in a cooperative manner.

Charles has required little discipline. Corporal punishment has seldom been used. When he is in a bad humor and cannot cooperate with the family, his mother sends him to his room saying, "stay until Charles comes back; I don't want that imp." For failure to complete his work he is deprived of going to a movie. If he "piddles" about dressing to go somewhere, he is left behind. Two experiences seem to have cured him of this habit.

Charles is allowed to invite his friends to his home. Occasionally his mother helps him entertain them if she feels that she is needed. He has an allowance. Since the boys make a

considerable amount of money working outside the home the mother feels that it is hardly necessary. They spend their earnings with some supervision. They have invested some of it in War Bonds.

Charles spends much of his leisure time on a neighbor's farm helping with the work around the farm, milking, running the tractor, and cutting trees. He devotes some of his time to practicing his lessons on his trumpet. He enjoys reading, and animal stories are his favorites.

Mrs Bowden thinks Charles has developed into this type of person because of heredity and environment--approximately forty percent heredity and sixty percent environment--plus careful supervision and training. In the home, affection and fair treatment backed by a spirit of Christian living have played their part in his character development. The parents try to discover his capacity, temperament, and interests, and encourage him to develop to the limit these inherent capacities.

Rachel Gilliam

Rachel Gilliam is a ten year old girl in the fifth grade. She lives with her parents and hertwo brothers--twenty years and three years old--in a settlement about three miles from the village. The income of the family is average. They own part of a grocery store, their home, and a car.

Her father, a man of forty-three years, is a mild-mannered man who likes to read a great deal and he also enjoys radio, television, an occasional game of bridge, as well as a good movie. He is a member of two civic clubs.

Her mother, a homemaker of forty-three years of age, is an easy-going person, unperturbed by confusion around her. She enjoys being with people. She is a member and leader in the Home Demonstration Club to which she belongs, and often plays bridge with her husband and friends.

The Gilliams moved into their new house when Rachel was two. The home and grounds are superior to those of the neighborhood. The interior is comfortable and tastefully decorated. There are six rooms in the home. Rachel shares a room with her three year old brother. The home is heated by two oil heaters and is equipped with electrical conveniences. Their recreational needs in the home are taken care of with a piano, a radio, a television set, some books and magazines--Life, State, Readers Digest and McCalls--and three daily papers.

The family attends church most of the time. The mother

also attends her circle of the Woman's Missionary Society.

The family is stable in spite of the age range of the children, which causes confusion. This situation is difficult to deal with because of the difference in standards of conduct applicable to the various ages.

Rachel was a breast fed baby. The family physician advised the parents as to her diet and care. As a little child she liked to play with blocks, cars and household utensils. From babyhood on, she had so much curiosity that she was always prying into things for her own satisfaction. As a pre-school child she was so interested in books that she was eager to learn to read, but her mother was too busy to teach her. During these years she played with mechanical toys, various kinds of blocks, and her tricycle, as she didn't care for dolls and other toys typical of girls. When quite young she learned to pick up her toys and how to conduct herself. When the family has no maid, Rachel helps her mother with the care of the home without remuneration. She does not have an allowance of her own. The parents have always treated Rachel as an adult and respected her opinions. She shares in the plans of the family and often selects the movies attended by them. Through her own initiative she earns a considerable amount of spending money by delivering papers and selling used papers to a business concern. Rachel often has her friends in her home and her mother at times makes an effort to make the experience especially

enjoyable.

As a young child Rachel was switched when discipline was necessary. Now that she is older she is deprived of some coveted privilege. The father expects the mother to do most of the disciplining, as he is tired when he comes home. Many of the disciplinary problems stem from the fact that the older brother likes to tease Rachel. For several years, her maternal grandparents spent half of each year in her home. The grandfather, a great believer in law and order, influenced the children's behavior for the better.

Rachel's leisure time passes quickly with her little brother to be entertained, her Scout work, the radio, the television set, her love for reading, her pet cats and her curiosity to see and hear everything that occurs.

Her mother is of the opinion that Rachel is encouraged to put forth her best efforts by so many people that she could hardly do otherwise. She is her father's favorite child and since she is the only niece in his family, several aunts are interested in her proper development. This fact has made the mother more conscious of her own part in giving her proper training. She has always urged her to do her best, and assured her that everything will be all right as long as she does her part to the best of her ability.

Kay Hughes

Kay Hughes, an eleven year old girl is in the sixth grade. She resides with her parents and two younger sisters here in the village. They own their own home, a village store building, and an automotive business in Burlington. Their income is above the average.

The father, thirty seven years old, is a man of an even temperament, with a quiet unassuming manner. Since his health has not been so good for the last few years he is somewhat nervous and likes to have his home quiet and restful when he is there. He is a graduate of the local college and is now an automobile dealer. Although interested in many sports, his favorite is golf, with hunting, football and basketball games close behind. He also enjoys bridge and dancing. He is a member of the local civic club, the American Business Club, and the Country Club.

The mother is also thirty-seven years old. She is a sensitive person with a rather even temperament, very practical, imaginative, and intelligent, though not intellectual. With her homemaking, social life, daily visits, and assistance to her aged parents she is a very busy person. She is a member of several clubs and organizations--a garden club, two bridge clubs, the Women's Club, the Country Club and the Congress of Parents and Teachers. Dancing and an occasional movie afford additional recreation.

The home is in a very good neighborhood. It is an attractive six room house with well-kept grounds. Kay shares a room with a sister. An oil furnace provides heat and hot water and electric appliances reduce the demand for woman-power. The home is very comfortable and livable, with some recreational facilities, a piano, radio, record player, some books which include a good encyclopedia, two newspapers, and some magazines--Automotive News, McCalls, The American Home, Reader's Digest, Life, The National Parent and Teacher's Magazine, Calling All Girls, The American Girl and The Christian Sun.

The parents and Kay attend church occasionally. The children are regular attendants at Sunday school. The father is on the Financial Board of the church. The mother is an active member of the Missionary Society and Kay is a faithful worker in the Pilgrim Fellowship.

The family is very substantial, and the welfare of the children is foremost in the minds of both parents. There is both financial and emotional security, understanding, affection, and mutual respect for personality evident in the home.

Kay, a breastfed baby, was started on a regular schedule under the care of a pediatrician. The mother also resorted to books and magazine articles on child care and development for assistance. Kay's first toys were blocks, wooden puzzles, dolls and books. During her pre-school years there was usually

a teacher or two boarding in the home, who played with her and taught her nursery songs and rhymes. She amused herself during this period with coloring, paper cutting, playing with her toy piano, dolls, paper dolls, tricycle, wagon and skates. She played with other children and learned to share her toys. She learned early to pick up her playthings and to put most of them away. Although the family has always had a good maid in the home, Kay has been allowed to help with the care of the home without pay. She has a regular allowance.

Her opinions have been respected by the parents and there has been no major behavior problem. She has been switched for minor infractions of the rules--enough to take care of the pruning of the "switch bush" beside the back steps. As a general rule punishment is unnecessary since she is older. Her mother explains why her behavior is undesirable. Because this hurts her feelings, she usually goes to her room and after staying awhile, joins the family in a better frame of mind.

She has always had several playmates and has been permitted to invite them to her home when she liked. One of their favorite activities is to dress up in old clothes or costumes and give plays of their own creation. Quite often her mother has prepared "tea parties" for them. Most of her friends are very nice but occasionally an undesirable one appears.

Now that she feels the responsibility of being the oldest of the girls, Kay is more precise about her work and at

times impatient with a younger one who is "helping". She loves to take care of the two year old sister. She makes her bed, keeps her room straight, and helps take care of the two bathrooms.

During her leisure time she enjoys going up street, the daily trips to her grandmother's, shopping trips to Burlington, movies and reading. Kay is a Girl Scout and takes piano and dancing lessons.

Her father is of the opinion that the older girls are trying to do too many things at one time since their piano lessons and practice, their dancing lessons, and Girl Scout work leave too little time for free play at home. He also thinks that their money comes too easily and too often. Her mother feels that he is partly right, yet she feels that these activities are worthwhile and wants the girls to take advantage of them now with their friends.

The mother believes that Kay's good adjustment is due to a happy home life with congenial parents, who are both interested in her, to careful training, and to the even flow of their lives backed by financial security.

Kathleen McDonald

Kathleen McDonald is a fourteen year old girl in the ninth grade. She, her parents, and her older brother came here to live five years ago. Prior to that time the family had moved several times, though only twice since Kathleen has been born. The family has a moderate income and owns a car. Until last summer they owned a farm.

Her father, who is forty-two years old, is a mild mannered man with an even temperament. Until this year he has been a school principal. He is now teaching at the college in Emory, Virginia. He has his M.A. Degree and is working in the summers on his PhD. He was a member of the Civic Club here. Reading, listening to the radio, gardening, going to movies, and cooking occupy much of his leisure time.

Her mother had always taught in high school, except for two year absences when the children were babies. Since her first year here she has taught at the local college. She is thirty-nine years old, and is a very active and versatile person, with an even temperament. She has her M.A. degree. In addition to her teaching and homemaking she finds time to participate in various clubs--French, music, bridge and a study forum.

The whole family has always attended church and Sunday school. Mr. McDonald teaches a class in Sunday school when here. Kathleen usually attends church and Pilgrim Fellowship with a group of girl friends.

They lived in an apartment the first year they were here. They now live in a six-room house in a good neighborhood. The house is neat and the grounds are well-kept. The interior of the house is comfortable and attractive. Steam heat and labor-saving devices add to the ease of living. Kathleen shares her room with a close friend of the family who teaches in the high school. She is not considered a boarder. Books, magazines, papers, a radio, a record player and a piano provide recreation. One is impressed with the congenial atmosphere of the family and the evidence of security and understanding there.

As a baby Kathleen was started on a regular schedule. She was breast fed. She was reared under the care of a pediatrician, supplemented by books, magazines, and the knowledge gained by the actual experience of rearing a son. Her mother, comparing the rearing of her two children, said: "Glen grew but Kathleen just grewed." She decided to enjoy her second baby regardless of the theories of baby specialists, so she sang to her, rocked her to sleep, cuddled her, and played with her. She thrived on it. Kathleen had many "proper" toys plus an accumulation of pots and pans and Glen's left over toys. She played with other children of her age until she was eight years old. For three years she played with a little boy, two high school girls, or "tagged along" with Glenn's gang when they would tolerate her. During her pre-school years a young maid and later an

older housekeeper played with her a great deal. She attended a good kindergarten for two years. She amused herself much of the time coloring. She often sang little songs she had learned at kindergarten or Sunday school for the family, but was not encouraged to perform for guests. Cats and dogs were her beloved pets. She learned early to share her toys with her playmates and to put them away when through with them. She was taught good manners. She was not required to help take care of the home as they usually had a good maid, and it was easier for her mother to do what was necessary than to train her to help. Kathleen has never had an allowance, but learned when quite young the value of money. She has earned a little by babysitting; this she used as she saw fit.

She has always been treated as an adult and has solved most of her problems satisfactorily without too much parental advice. When discipline was necessary the paddle was used. Now that she is older, she is deprived of the privilege of going somewhere. Fighting with her brother has led to most of her punishment. When she is disposed to be cross her mother immediately requires her to curtail some of her activities and rest.

Kathleen is an active Girl Scout. She studies piano. Last summer she learned to sew and made part of her clothes. She loves to play bridge and Canasta with a group of girl friends. In addition to these activities she plays on the high school basket ball team.

Her mother believes that Kathleen's wholesome personality and ease of adjustment resulted from: good health, gallons of milk and superior ability.

Lidetta Rice

Lidetta Rice, a thirteen year old girl in the Ninth grade, lives here in the village with her parents and two younger sisters. The older of the two is also a model pupil. The family has moved several times, but only twice in Lidetta's life time. Each child was born in a different state. The income of the family is above average and they own their home, a car, and some stock and bonds.

The father, forty-one years old, is of a nervous temperament, and is very thorough in his work and trustworthy. He has his PhD Degree in Zoology from Duke University and is now a Zoologist in a Biological Supply company near the village. Prior to the time he came here he was a teacher. He has done some research and has made numerous improvements in his home. For recreation he flies, fishes, reads, plays his violin, attends lectures and concerts, or travels. He is a Mason, a member of several scientific organizations and of the local civic club.

The mother is an even tempered person, thirty-nine years old. She is very intelligent, sensitive, imaginative, and practical. In college she majored in mathematics and received an A.B. degree. While she devotes the major part of her time to home making, she also finds time to fill the office of the town clerk. Reading, bridge, concert courses, and clubs--Garden, Study Forum, and Bridge--are her means of recreation.

The home is an attractive eight room house, with two baths, surrounded by well-kept lawn. Lidetta shares a room with the baby sister of whom she is very fond. The home is adequate since the father has just about completed the three upstairs rooms. It is comfortable, and tastefully decorated. An oil furnace provides heat and hot water while electrical equipment--a range, refrigerator, Bendix washer, grill and iron--reduces the drudgery of the home work.

The recreational needs of the family are provided for with a piano, violin, three radios, books, a daily paper and magazines--Etude, Coronet, Reader's Digest, Science and the Scientific Monthly.

The parents' attendance at church and Sunday school is irregular, though the mother has been a teacher in the latter at times. The children attend Sunday school, and go to church if the parents go. The mother and children participate in the work of the Missionary Society.

The home is stable and is a place wherein the child is secure in the affections of parents, who provide for, and encourage her all-round development to the fullest extent of her inherent capacities.

Lidetta, a breastfed baby, was started on a regular schedule but failed to adjust to a regular routine for three months. Her mother supplemented her food. The results confirmed her belief that it had been deficient in some property,

in spite of the fact that she had been under the care of a pediatrician since birth. Government bulletins were followed closely in rearing her and magazine articles were helpful. Since she was the first child she was reared "strictly" by the book. Her first toys were dolls, blocks, an electric train, a teddy bear, and toys to push or pull, one of her favorites being a little sweeper that really worked. During her pre-school years she played outdoors with her tricycle, automobile and swing much of the time. When indoors she liked to color, and have her parents read to her. She became so interested in reading, the mother taught her to read. Because of this she was promoted to the second grade during her first year. As a young child she was taught to share her toys, and to put them away-- at times she failed to do so. She was also instructed in the social graces, and allowed to assume some responsibility for the care of the home without remuneration. As she and her sisters grew older they agreed among themselves what, of the required work, each should do. They received a regular allowance.

She was encouraged to perform for the family and friends, and often, she sang in Sunday school, was a May Court attendant, and once was a miniature bride in a wedding.

Lidetta's disciplinary troubles began as soon as she could run away up the street along a busy thoroughfare. Talking to her had no effect, so spanking was resorted to. She continued to run away. One day her tricycle overturned and

landed with her on the street. She busily dragged her tri-cycle back to the sidewalk, sobbing over and over, "No, no, Lidetta, car get you." She was finally convinced of the danger when she saw a car ahead of theirs smash into a family pigs and kill three of the babies. At times she was made to sit in a chair as punishment. Her father threatened to "whip the socks" off of her one day when she disobeyed. She replied, "That's all right, Daddy, I can put them on now."

While Lidetta has had some girl playmates, most of them have been boys. Her friends have been welcomed in the home and at times the mother has played with them.

Now, that she is older, she often sits with babies and earns some money. She earns her lunch in the school cafeteria for acting as cashier. She uses her earnings as she thinks best, usually she saves most of it for bonds to pay for part of her college expenses. She is required to replace things in the home if she carelessly breaks them. She is interested in Scouts, biology and her piano lessons and practice. She enjoys accompanying on the piano, her father's violin solos.

The fact that Lidetta is so much like her father, a quiet hardworker, who persists until the job is finished as perfectly as possible convinces her parents that heredity played a large part in determining her personality. They agree, however, that they have influenced her in many respects

since they have reared her with the understanding that she is preparing to go to college; that they are interested in her progress and well-being; that wholesome food, rest and plenty of sunshine are essential to her good health; and that she must think for herself and decide what is right.

Ronnie Sharpe

Ronnie Sharpe is a fourteen year old boy in the ninth grade. He has always lived near Highway Number 70, with his parents, and for the last eleven months, with a new baby brother.

His father is forty years old, a man of an even temperament, reserved and temperate in his habits. He finished the tenth grade in school. He has above average intelligence and outstanding mechanical ability. He is highly respected in his community where he grew up on a farm. He is a foreman in a hosiery mill and has cabinet-making as a hobby with hunting as a close second. He makes a very good salary.

His mother, a home-maker, is thirty-five years old. She is more uninhibited than her husband, and of even temperament. She, too, has above average intelligence. She attended college one year. During the war she worked as a folder in the same mill with her husband. She took the job, as she expected her husband to be called into service.

The family owns their home, a farm, and a car. The home is an attractive five-room house on a wooded hill-side. The inside is cozy and reflects the good taste of the parents. It is heated with a heatrola, has automatic hot water, and electric equipment. Ronnie has his own room.

The recreation of the family is taken care of with two radios, a piano, membership in a Book of the Month Club, two

daily papers and several magazines: Life, Nation's Business, The Knitter, Reader's Digest, American Home, Better Homes and Gardens, National Geographic, Southern Planter, Farm Journal, Parents, Hunting and Fishing and Airplane Modelling. They frequently attend the movies. Since they are active in 4-H Club work, Mrs. Sharpe often serves as a counselor in their camps. They are, also, members of the Grange and of a recreation club composed of young married couples.

The family attends church and Sunday school in Burlington. Both parents teach classes in Sunday school.

The home is very stable, one in which a child must feel secure, loved and cherished.

The mother was twenty when Ronnie was born, and according to her "very ignorant about child care." Her husband teased her about "growing up with her child." She depended upon a pediatrician to direct her in every step of his care. His breast feedings had to be supplemented before he settled down to a regular schedule. His favorite toys were cars and trucks, "so many you could hardly walk in the house." Later on he played with trains and other mechanical toys. He liked to follow either of his parents around and "help" with the work, which proved to be valuable training later on. He loved to play out-of-doors especially if his father was working outside. On summer afternoons he and his mother often had "tea parties" in her garden.

He always had an allowance. They never paid him for helping around the home, but sometimes they gave him a bonus for an outstanding piece of work or for taking care of himself when tempted to do something undesirable. At times a special movie was the reward. He was always included in family affairs and given an opportunity to express his opinions. Except on rare occasions he went where they went and took his place in the group without being conspicuous or neglected.

Since Ronnie was a "normal little boy" the parents had to "keep after him". The mother used quite a few cherry switches in the process of rearing him, so many, in fact, that she had to climb the tree to get the last ones she used. As a little boy, blow-outs fascinated him and as soon as he heard one he rushed to the highway. A few fireside chats, and lastly, a switching convinced him that such conduct was dangerous and undesirable. His ambition to "drive" the car, which was not allowed, ended in reality one day when in his play he started it and it rolled down the hill into a tree. Such escapades led to most of his discipline. He belonged to a "gang" of six little boys and spent many happy hours playing with them. He had a "regular zoo" of pet animals, goats, bantams, rabbits, cats and dogs. All were dear to him.

As an older boy Ronnie likes sports and plays basket ball and football. Until recently he took piano lessons. He helps plan for and enjoys the family outings. At times he helps his grandfather on his farm, accepting no money for his

work. Occasionally he does earn some money outside of the home. He is at liberty to spend it as he pleases. He "adores" his baby brother and named him after one of his oldest friends. He marvels at his precocity and is sure that no other baby is quite so smart. He still enjoys his gang. He likes to model airplanes, to read and listen to the radio.

His mother believes that Ronnie is what he is because of the fine father she chose for him, the genuine affection they have bestowed on him, their unceasing training, their discipline tempered with understanding and their desire to see him develop into a worthwhile citizen.

H. W. Smith

H. W. Smith, a fifteen year old boy in the ninth grade resides with his parents, two younger brothers and a sister. An older sister died last month. They own their home and a car and have an income that is above the average.

The father, thirty-seven years old is even tempered as a rule, though at times he tends to be nervous and impatient. He completed the sixth grade in school and is now a mechanic in a hosiery mill. In his free time he gardens and raises pigs. Ball games, movies, radio and reading are his means of recreation.

The thirty-seven year old mother is a homemaker with a nervous temperament. She is well controlled and patient, however. Until four years ago she was employed in a hosiery mill. With her three young children and an invalid daughter she has had little time for recreation. While sewing she does enjoy listening to the radio, and occasionally she reads. She completed the ninth grade in school.

The home and grounds are well kept and homelike, and are on Highway 70. Only four rooms of the seven room house are finished, though they use the other three. When completed the house will be adequate for the family. The inside of the home is simple but comfortable. It is heated with a Heatrola and is equipped with electric appliances, water heater, pump,

stove, washer, iron, refrigerator and a vacuum cleaner. While they have few books in the home they do borrow from the public library. They have a daily paper, McCall's, Popular Mechanic, and several sports magazines.

The parents attend church regularly at a church near their childhood homes, while H.W. is a regular attendant of a local church and Sunday school. When a small boy he attended eight years without being absent. The parents are very proud of this fact and that they are very regular attendants also. The mother is a member of the Missionary Society and the father is active in the work of the Brotherhood.

H.W. was a breast-fed baby and was reared on a regular schedule under the care of the family physician. Neighbors, grandmothers, books and magazines contributed to his care. When quite small he loved his sister's dolls and played with them until he was six years old. He also played with blocks and cars, and liked to wear a dress instead of his own clothes when playing. When he was older he amused himself with an electric train, an automobile, a wagon, a tricycle and tinkertoys. He was fond of animals so had various pets, goats, dogs, bantams and rabbits. He often entertained the family with his nursery rhymes and songs. As a young child he usually put his toys away when reminded often. The parents taught him good manners as soon as he was old enough to understand. Their efforts seemed to have been in vain however, as he ate his

chicken so noisily when dining out one day, his father whispered to him to eat quietly and use his manners. He replied in a rather loud voice, "But, Daddy, what is manners?" He helped his sister take care of the home when quite small, later on he had regular duties. He gradually assumed responsibility for her work as her health grew worse. He received pay at times for extra work and had a regular allowance.

His opinions and rights in the home were respected by the parents. As a rule he required little discipline. When necessary, they switched him, usually for staying away from home longer than his allotted time. Since he is older he is kept at home for a period of time for the same offense and for doing poor work. He has always been permitted to invite his friends to the home and his parents, at times, have taken part in their entertainment. He has always had desirable playmates and enjoys playing with his gang. Their favorite game is ball of various kinds.

He has made considerable money selling drinks at the ball park. He is free to use his earnings as he sees fit, he uses some of it for clothes, and saves most of what is left.

Recently he has become interested in girls so dates occasionally. He likes to listen to the radio and to read books and magazines, especially those pertaining to sports. In spite of his varied activities he is never too busy to sit with the babies when he is needed.

His parents admit that they had good material to work with in H.W. but feel that his close association with the church, their constant supervision in the home; his responsibility for the comfort and happiness of his sister during her illness, and the fact that they have let him work out his own problems to a great extent, have been determining factors in his development into the fine person he is today.

Emma Wagoner

Emma Wagoner, a thirteen year old girl is in the eighth grade. She lives with her parents, her three younger brothers, and a younger sister, just outside of the village. Even though they have a moderate income, the family owns their home, a small farm, and a car.

Her father, thirty-eight years old, is an even tempered, agreeable, and patient person. He is a "fixer" in a hosiery mill and at odd times works as a mechanic or plumber. Since he is a man of considerable ability, he is hampered by the lack of education and training, as he stopped school at the end of the seventh grade. He is very ambitious for his family and works hard to provide an adequate living for them. For recreation he reads, listens to the radio, and attends movies.

Her mother, a homemaker, is forty years old. Her temperament is more of the nervous type, though well-controlled. In most things she is very patient and is very intelligent. She attended college one year in Rochester, New York, taking a laboratory course in dietetics. She reads as much as she can and is ever on the alert for suggestions as to how she can improve her homemaking and child care. Of both she is determined to make a success. Before her marriage she was a matron at the local orphanage for three years. When Emma was small she worked a year in the mill in which her husband is employed. Her

experience with both white and colored maids convinced her that she was needed more at home than she needed the extra money. She enjoys the radio and movies during her leisure time.

The home is in the country and a paternal uncle is the only close neighbor. From the outside the home is neat and attractive; the interior is simple, but comfortable. The "frills" are to come later. There are seven rooms and a bath in the home and Emma shares her room with a younger sister. An oil furnace, an automatic water heater, and other electrical equipment add to their comfort and convenience of living. A few books, a daily paper, and some magazines--The Ladies' Home Journal, Better Homes and Gardens, and Parents' Magazine--provide part of their reading material; the local library supplies the rest.

The whole family attends a very active rural church and Sunday school regularly. Mrs. Wagoner teaches a group of about sixty women. She is a member of the Ladies' Guild and her husband is a member of the Men's Brotherhood. The family enjoys the social functions of the church, such as suppers and picnics.

Emma's home is apparently very progressive. The mother saw the need of direct supervision of her children as is evidenced by her withdrawal from her outside job to devote her thoughts and energy to her homemaking. Her untiring efforts to find suitable guidance and constructive discipline for her family can be concluded readily upon a short association with her.

As a baby, Emma was somewhat slow in getting adjusted to a regular schedule. She was breast fed against the doctor's wishes. The mother, knowing her milk was deficient in protein, supplemented it with bottle feedings until the deficiency was corrected. The family physician advised her concerning Emma's growth and development. She read avidly anything she found on the subject and applied what fitted her case.

Emma's best loved toys were dolls and a teddy bear, her first gift from Santa, which she still loves though worn and patched. Many of her waking hours were spent inside the pan closet of the kitchen cabinet playing with pans and toys. Later on she colored pictures and played with her blackboard. Because of the traffic by the home, she played inside except in the afternoons when her mother could be out with her. She was always an independent child, never cried after her mother, and never met a stranger. She enjoyed playing with other children and was unselfish with her toys. She learned rhymes and enjoyed reciting them to the family. She was taught good manners in the home and trained to clean up after playing. When she was a very small girl her mother began training her to help with the housework and at no time was she paid for this. Tasks are rotated to suit the convenience of the children and their activities. Her parents always included her in family conferences and plans. She knew that if the home was to be paid for and furnished that everyone would have to cooperate

to that end. Emma has never had an allowance, but has money for worthwhile things. The mother buys a week's supply of candy with the groceries and has desserts, so she feels that they have little need for other sweets. Emma earns some money setting hair for her aunts and helping them in other ways. She spends this money with supervision. During the war she saved for bonds; the parents added to this amount so that it would not seem like an endless task with her small earnings. She always attends worthwhile programs at school. The family plans together any recreation they indulge in, such as shows, trips or programs. Emma often has guests in the home and her mother tries to make such occasions as pleasant as possible, but discourages over-night guests during the school week.

Emma has had to be disciplined at times, for the most part, for not doing the required work or for not finishing the job. When younger, she was spanked, stood in the corner, or made to sit in a chair. Now that she is older she is deprived of some privilege. Her mother is still on the lookout for ways to discipline children. She says she is sure that she has at times nagged her children too much about their behavior.

So far Emma has not become interested in boy friends, but likes boys in general. She does enjoy singing in the choir. Her mother takes her regardless of interferences. She is active in Girl Scouts and in Sunday school work.

Mrs. Wagoner believes that the home environment and

training, to a large extent, determine the character of the child and account for her ability to acclimate herself to the various situations with which she is frequently confronted.

Jacky Whitesell

Jacky Whitesell, a fourteen year old boy, is in the ninth grade. He has always lived on Highway 70. Since the father's death three years ago, Jacky has lived with just his mother and an older brother, his sister and his older brothers being married. The family has an average income. They own their own home, a farm on which the married brother lives, and a car.

His father was a very independent and "stubborn" person, who staunchly defended his opinions. He often made decisions for the family without considering their wishes. Their vacations were always planned by him. In school he finished the eighth grade. Since he was a carpenter, he was away from home much of the time.

Mrs. Whitesell is forty-four years old. While she is reserved and usually of an even temperament, she does flare up if irritated too much. She finished high school. Until her husband died, she had confined her activities to home-making, except for a brief period when she tried clerking in a store. Her husband's opposition to her working and the difficulty of finding a satisfactory maid forced her to return to her home duties. Since her husband's death she has worked in a hosiery mill.

Upon arriving at the home it is apperent that interest

and pride exist both on the grounds and in the home. The house consists of seven rooms and a bath, with an automatic hot water heater and other modern electrical conveniences. For their leisure time and pleasure they have two radios, two daily papers, a very small library and some magazines, such as The Ladies' Home Journal, McCall's, The Messenger, and Popular Mechanics.

The mother and sons attend church and Sunday school regularly. She sings in the choir and is a member of the Guild. She is also a member of the Congress of Parents and Teachers and is an active member in her Home Demonstration Club.

With little observation one is readily aware of the existence of such elements as understanding, sympathy, and encouragement by the mother, which are conducive to superior development.

Jacky was a bottle-fed baby. His mother reared him with some assistance from the family physician, although for the greater part, she depended on the knowledge gained from government bulletins, magazines, and her own experience with the older children. Jacky's favorite toys were cars and trucks. In the warm weather he was happy for hours in his sand pile with his cars and other playthings. His mother read to him some and the older children read the comic papers to him. He early learned to share his possessions with other children. He

was trained to put his playthings away. With some degree of success his mother taught him how to conduct himself. Jacky was always interested in helping keep the home. The children assisted with the work without remuneration. When they did special jobs the parents usually took them to an extra show. Jacky worked slowly but usually persisted until the job was finished and it was generally well-done. His parents tried to speed him up by keeping straight behind him.

Jacky was disciplined quite often. The "bone of contention" was a neighbor boy who was constantly under foot. Familiarity bred contempt, so their arguments usually ended in a fight. He and his brother occasionally fought, as both were very independent. He was punished with a switch. Now, he is kept at home from some place he wishes to go. He has had other playmates who were less frequent visitors, therefore they were given more attention by the family.

He has always had an allowance and at times has worked for his brother on their farm. He is allowed to spend his earnings with some supervision. He usually purchases clothes with his money. Since his father's death he has assumed even more responsibility for the upkeep and improvement of the home; the two brothers scraped and finished the floors and re-upholstered a lounging chair recently. He is a Boy Scout and is treasurer of his Sunday school class. He is very fond of his dog. His father never allowed the boys to own a dog because

they lived on the highway, but since the death of the father the longing for a dog has been fulfilled. His mother feels that he reads too much. She believes that if he is somewhat "model" it is because both parents have stood so firmly behind him, "backed him up when he needed backing" and have encouraged him to do his best in school and out. She thinks the fact that he has always taken an active part in church work has helped to make him a fine boy.

CHAPTER IV

COMMON ELEMENTS IN THE HOME ENVIRONMENT OF MODEL PUPILS

Introduction

So powerful is the home as a determinant of our citizenry one might well conclude that, as the home is, so is the nation. The young child is, by nature, a democratic being with no knowledge or regard for differences of race, creed, or socio-economic status. From the very beginning of his career he is influenced by his family's attitudes, ideals, values, and habits. It is upon this behavior pattern that his later character is founded, and so ingrained is this pattern that it often persists throughout life and may even determine the character of his own home.

In order that the child may develop into a wholesome individual it is essential that his home environment be such that he will, early in life, naturally acquire the elements of good living in a democracy. Since the homes of model pupils should possess certain common elements which are conducive to worthwhile character development and should be worthy of emulation, an effort was made to discover them. The following tables were made from data secured in a study of these homes, in order to work out an arithmetical mean, or mode which will reveal the common elements and simplify further consideration of them.

Elements Relating to the Family
which Influence a Child

As may be seen in Table I, more girls were selected as models than boys. This points to the fact that teachers may prefer the docile child to one who is more active and alert for new experiences. It requires more planning and preparation on the part of the teacher to meet his needs and to keep him busy. Since he is a normal child with an abundance of energy, he may be bored if not properly guided in his activities, and become a disturbing factor, therefore undesirable.

The ages of the models are not significant, since they were selected at random from lists suggested by teachers in grades four through twelve.

The number of siblings in the families of these model pupils, ranges from two to five, with an arithmetical mean of three and four tenths per family, which is far above the national average of one and five tenths per family. Since one of the girls lives in the Orphanage with twenty-two other children in her building the number was omitted, lest it lead to an erroneous conclusion. Seven years ago, she, the youngest of eight children came to the orphanage with a sister, three years her senior. The number of children in these families is significant since it indicates that a child reared with two or more siblings develops into a more wholesome person. The fact that there is not an only child in the group is noteworthy. It supports the opinion held by many people, that an only child who has been in-

TABLE 1 ELEMENTS RELATING TO THE FAMILY WHICH INFLUENCE A CHILD

SUBJECT	AGE	SEX	NUM- BER	SIBLINGS					PARENTS LIVES WITH		
				SEX		AGE & SEX RELATIONSHIPS			BOTH	FATHER	MOTHER
				BOYS	GIRLS	IN SE- QUENCE	NEXT OLDER	NEXT YOUNGER			
BATTEN, F.	10	M	4	3	1	3	F	M	YES		
BEERS, J.*	15	F	•	•	•	•	•	•	•		
BOLAND, M.	15	F	3	0	3	2	F	F	YES		
BOWDEN, C.	10	M	3	3	0	2	M	M	YES		
GILLIAM, R.	10	F	3	2	1	2	M	M	YES		
HUGHES, K.	11	F	3	0	3	1	0	F	YES		
MCDONALD, K.	14	F	2	1	1	2	M	0	YES		
RICE, L.	13	F	3	0	3	1	0	F	YES		
SHARPE, R.	14	M	2	2	0	1	0	M	YES		
SMITH, H.W.	15	M	5	3	2	2	F	F	YES		
WAGONER, E.	13	F	5	3	2	1	0	M	YES		
WHITESELL, J.	14	M	5	4	1	5	M	0	YES		YES
ARITHMETICAL MEAN		F	3.4	1.9	1.5	2	M	M	BOTH PARENTS		

*LIVES AT ORPHANAGE

dulged and has had little opportunity to share with others, finds it hard to adjust to group living, therefore, is often a misfit.

The boys outnumber the girls in these families. The number of boys ranges from zero to four with an arithmetical mean of one and nine tenths, while the girls vary in number from zero to three with a mean of one and five tenths. Since this study is based on a small number of families it is impossible to draw accurate conclusions. Yet, the fact that there are more boys than girls in these families leads one to believe that a majority of boys in the home exerts a good influence on the girls and strengthens their own positions.

The model child in most of the cases studied ranks second in the order of siblings. While there are four who rank first, two of them had sisters second in order who were listed as models. By virtue of their age the older sisters were listed more often by teachers. In only one case was a second child selected in preference to a first child, listed also as a model. It would seem that the second child, between male siblings is in a favorable position to develop into a person who adjusts acceptably to society. The part that the sex of the siblings, next older and next younger plays in his development is, no doubt, significant. There is small chance of a boy developing into a "sissy" if supported by a brother or two. With an older sister to dominate him he might become one, as he would be the victim of too much "mothering". Younger sisters would have less

influence on him for he could rely on his superior strength to control them. The girl with an older brother seems to be in a superior position, since he keeps her on the alert in order to keep up with him and win his approval. He also assumes the responsibility for her guardianship which gives her added security. A girl with a younger brother is often called upon to take care of and entertain him, which is good training for her, but is not as valuable, as a means of character development, as her experience would be with an older brother. The girl between two boys would, doubtless, have ample opportunity to practice the "give and take" of every day living which would assure ease of adjustment in a larger group.

The fact that both parents are living in all of these homes, except one, in which the father died three years ago, is significant. In that home the father influenced the child for eleven years, therefore, his part in rearing the child was deemed worthy of consideration in this study. This balance of power in the home in determining its status and standards and the conduct of the members of the family therein seems to have been wholesome and desirable. In addition the presence of both parents in the home evidently promoted its economic, emotional and spiritual security. Thus it seems that the combination of love, protection, sympathy and guidance given by both parents may have been important factors in the development of the character of the child.

Elements in the Marital Status of the Parents
which Influence a Child

The residences of the families studied are evenly divided between village and country. The mode village was used in Table II because there is so little difference between the village and the country today. Cars, rural electrification, good roads, telephones, and radios have made it possible for rural families to share in practically the same advantages as those of the villages. This study points to the fact that a village or a thickly settled area of the country is a good place in which to rear children. They are accessible to towns and cities with their many attractions and advantages, yet, they enjoy plenty of fresh air and sunshine, fresh foods and the world of nature which surrounds them.

The fact that most of the families have lived in the same place all of their marital lives is significant for it indicates that they are securely rooted in their communities; enjoy the respect of their neighbors and have a real part in community betterment. Consequently, this knowledge seems to give to the child a feeling of pride in his family, home, and community, and increases his respect for himself.

An average or above average income was, evidently, adequate for rearing these model pupils. In practically every case there has been enough money to provide a comfortable living without the strain and anxiety which so often seem to harass parents of growing children. Yet, the incomes have not been large enough

TABLE II ELEMENTS IN THE MARITAL STATUS OF THE PARENTS WHICH INFLUENCE A CHILD

SUBJECT	RESIDENCE		ECONOMIC STATUS		OTHER MEMBERS OF HOUSEHOLD		STABILITY OF FAMILY
	PLACE	NUMBER MOVES	INCOME	PROPERTY	RELATIVES	BOARDERS	
BATTEN, F.	VILLAGE	YES	AVERAGE	HOME; CAR	NO	NO	YES
BEERS, J.	ORPHANAGE VILLAGE	NO	*	*	*	*	YES
BOLAND, M.	COUNTRY	THREE	AVERAGE+	HOME; 2 CARS	GRAND-FATHER		YES
BOWDEN, C.	VILLAGE	NO	AVERAGE+	HOME; CAR	NO	NO	YES
GILLIAM, R.	COUNTRY	NO	AVERAGE	BUSINESS HOME; CAR	NO	NO	YES
HUGHES, K.	VILLAGE	NO	AVERAGE+	BUS; STORE HOME; CAR	NO	NO	YES
MCDONALD, K.	VILLAGE	TWO	AVERAGE+	CAR	NO	YES	YES
RICE, L.	VILLAGE	TWO	AVERAGE+	HOME; CAR STOCKS	NO	NO	YES
SHARPE, R.	COUNTRY	NO	AVERAGE	FARM; CAR HOME	NO	NO	YES
SMITH, H.W.	COUNTRY	NO	AVERAGE	HOME; CAR	NO	NO	YES
WAGONER, E.	COUNTRY	NO	AVERAGE	HOME; CAR	NO	NO	YES
WHITESELL, J.	COUNTRY	NO	AVERAGE	FARM; CAR HOME	NO	NO	YES
MODE	VILLAGE	NEVER MOVED	AVERAGE	HOME; CAR	NO RELATIVES	NO BOARDERS	STABLE

* RESIDES IN AN ORPHANAGE

I. AVERAGE - BELOW \$45.00 PER WEEK
AVERAGE+ ABOVE \$60.00 PER WEEK

NOTE: INCOMES ARE ESTIMATES BASED ON AVERAGE CURRENT WAGES, WITH SOME ALLOWANCE FOR POSSIBLE LAY-OFF IF APPLICABLE.

to permit the over-indulgence of the siblings with its tendency to beget undesirable attitudes and behavior.

The worldly possessions of all of these families, except one--who sold an ancestral home last summer--includes a home and car. Several own, in addition, a farm, a business or stocks and bonds. This ownership of property, no doubt, increases their solidarity as citizens of their communities, makes the home more secure and fosters a feeling of well-being and satisfaction considered so essential to good living.

It is noteworthy that these homes are practically unencumbered with relatives or boarders, who are, often, prone to disturb the harmony of the family and cause conflict between its members. This is especially true in homes where there are children to be disciplined, for unsolicited advice may be too freely given in such cases.

Thus, these families, well-rooted in their respective communities, with some property and an average income seem to be stable and suitable places in which to rear children.

Elements in the Life of the Father which Influence a Child

In Table III we find that the ages of the fathers range from thirty-six to fifty-four, with the arithmetical mean of forty-two years. This indicates that they were old enough to guide their young children wisely, yet, not too old to give them understanding, sympathy and encouragement needed so much

TABLE III ELEMENTS IN THE LIFE OF THE FATHER WHICH INFLUENCE A CHILD

SUBJECT	THE FATHER							ATTENDS CHURCH
	AGE	TEMPER-AMENT	EDUCATION	OCCUPATION	AVOCATION	RECREATION	CLUBS	
BATTEN, F.	36	NERVOUS	8 YEARS GRADE 8	WEAVER		READING MOVIES	NO	YES
BEERS, J.*								
BOLAND, M.	50	EVEN	13 YEARS 1 BUSINESS	SUPERVISOR OF SAFETY	SUPERVISOR OF FARM	READING MOVIES BRIDGE	CIVIC	YES
BOWDEN, C.	43	NERVOUS	19 YRS. PH.D.	TEACHER MINISTER	MECHANICS	GOLF READING CONCERTS	CIVIC	YES
GILLIAM, R.	43	EVEN	19 YRS. COLLEGE 6 YRS.	MERCHANT		TELEVISION READING	2 CIVIC	YES
HUGHES, K.	37	EVEN	16 YRS. A.B.	AUTOMOBILE DEALER		GOLF HUNTING BALL GAMES	A.B.C. COUNTRY CIVIC	YES
MCDONALD, K.	44	EVEN	17 YRS. M.A.	TEACHER COLLEGE		READING MOVIES GARDENING	CIVIC	YES
RICE, L.	41	NERVOUS	19 YRS. PH.D.	ZOOLOGIST TEACHER	MECHANIC	FLIES, READING GARDENING	CIVIC	YES
SHARPE, R.	40	EVEN	11 YRS. GRADE 11	FOREMAN MILL	CABINET MAKER	HUNTING READING	GRANGE 4 H	YES
SMITH, H.W.	37	NERVOUS	6 YRS. GRADE 6	MECHANIC MILL	GARDEN	BALL GAMES READING	NO	YES
WAGONER, E.	38	EVEN	8 YRS. GRADE 8	FIXER MILL	PLUMBER MECHANIC	READING MOVIES RADIO	NO	YES
WHITESELL, J.**54		EVEN	8 YRS. GRADE 8	CARPENTER		READING MOVIES RADIO	NO	YES
ARITHMETICAL MEAN	42	EVEN	COLLEGE FRESHMAN	HONORABLE		READING	CIVIC	CHURCH

*LIVES IN AN ORPHANAGE

**DIED IN 1946 WHEN CHILD WAS ELEVEN

during adolescence. Furthermore, the fact that they were young parents seems to have made them more patient and understanding of the foibles of youth, therefore, less irritated by them and able to give wise guidance in a subtle way.

The temperaments of the fathers are fairly even, though a few are of the nervous type. Because of this, there was probably little friction in the home due to parental discord, which made it a more pleasant place for children to live.

The educational advantages of the fathers vary from six to nineteen years with an arithmetical mean of one year in college. Even though there are two fathers with PhD degrees and one with an M.A. degree, it is not possible, on the basis of this study to suggest that fathers with higher education are the more frequent producers of model pupils. Yet, the fact that all had, at the least, the fundamentals of the learning process does indicate that education is important.

Their occupations are as diversified as their educational advantages would indicate, since they range from a weaver to a college Dean. It is significant, however, that their jobs are honorable and above reproach. There isn't a bootlegger or a gambler in the group. From the standpoint of the child this is most important, for his father is usually the yardstick by which he measures all men.

The leisure time of the fathers is spent in various ways. Some augment their salaries by working at other jobs. Those

with mechanical ability have spent much time and energy in home improvement. Some, who work long hours, are too weary to pursue an avocation.

Various forms of recreation, such as the movies, golf and reading provide relaxation and a change of atmosphere for the fathers. Since the fathers are aware of the needs of their children for their companionship, they assume some responsibility for providing recreation which the whole family may enjoy. Civic clubs are a means of recreation enjoyed by several of them.

The interest of the fathers in church work is significant. The fact that they attend regularly may explain why these model pupils are active in church work, and live exemplary lives.

Elements in the Life of the Mother which Influence a Child

The mothers of these children are younger than the fathers, with their ages varying from thirty-six to fifty and an arithmetical mean of forty and two tenths indicated in Table IV. It is generally believed that the husband should be older than the wife, since women mature earlier and age more quickly than men. This fact tends to make them more nearly equal, more congenial, and more in accord where concerned with the problems of maintaining the home or rearing their children. Furthermore, the marriage has a better chance of success if the husband is well established in a job and has accumulated

TABLE IV ELEMENTS IN THE LIFE OF THE MOTHER WHICH INFLUENCE A CHILD

TABLE IV ELEMENTS IN THE LIFE OF THE MOTHER WHICH INFLUENCE A CHILD								
SUBJECT	THE MOTHER							ATTENDS CHURCH
	AGE	TEMPER- AMENT	EDUCATION	OCCUPATION	AVOCA- TION	RECREATION	CLUBS	
BATTEN, F.	36	EVEN	GRADE 11	HOMEMAKER		READING	NO	YES
BEERS, J.	DEAD							
BOLAND, M.	50	EVEN	14 COLLEGE 2 YEARS	HOMEMAKER TEACHER		BRIDGE MOVIES READING	WOMAN'S CLUB	YES
BOWDEN, C.	41	EVEN	17 M.A.	HOMEMAKER	CHOIR TYPIST	READING MOVIES CONCERTS	WOMAN'S CLUB	YES
GILLIAM, R.	43	EVEN	14 COLLEGE 2 YEARS	HOMEMAKER		MOVIES BRIDGE READING	HOME DEMON- STRATION	YES
HUGHES, K.	37	EVEN	16 A.B.	HOMEMAKER		MOVIES BRIDGE READING	WOMAN'S BRIDGE COUNTRY GARDEN	YES
MCDONALD, K.	41	EVEN	17 M.A.	HOMEMAKER TEACHER		MOVIES READING CONCERTS BRIDGE	FRENCH MUSIC STUDY BRIDGE	YES
RICE, L.	39	EVEN	16 A.B.	HOMEMAKER TOWN CLERK		MOVIES READING CONCERTS BRIDGE	STUDY BRIDGE GARDEN	YES
SHARPE, R.	35	EVEN	13 COLLEGE 1 YEAR	HOMEMAKER	4 H CLUB	READING RADIO MOVIES	4 H GRANGE	YES
SMITH, H.W.	37	EVEN	9 GRADE 9	HOMEMAKER		READING RADIO	NO	YES
WAGONER, E.	40	NERVOUS	10 COLLEGE 1 YEAR	HOMEMAKER		READING MOVIES RADIO	NO	YES
WHITESELL, J.	44	EVEN	11 GRADE 11	HOMEMAKER MILL		MOVIES RADIO READING	HOME DEMON- STRATION	YES
ARITHMETICAL MEAN	40.2	EVEN	COLLEGE SOPHOMORE	HOMEMAKER		READING MOVIES	VARIOUS CLUBS	YES

some money which may be needed in establishing the home or as a reserve fund for emergencies.

An even temperament is characteristic of the majority of the mothers, though one is disposed to be nervous, but well-controlled. A tranquil atmosphere seems to prevail in their homes. The composure of these even-tempered, congenial parents is probably reflected in their childrens' behavior since they tend to imitate their parents. In dealing with the disciplinary problems of their children this composure is, also, an asset, for it enables the parent to talk quietly with the child and to arrive at a conclusion as to the cause of the trouble.

The mothers are rather well educated, having had from nine to seventeen years in school with a mean of fourteen years, which is a year higher than that of the fathers. Since the father is the head of the family in America, one might readily conclude that he would feel inferior to his wife because of this discrepancy of educational advantages, but if he does, it is not apparent in these cases. His wider contacts with the affairs of the world and his success in his occupation, no doubt, bridge the gap and give him assurance of his equality.

It is significant that the majority of the mothers devote their time to homemaking. They recognize the importance of the job, therefore, are giving the years of their maturity and greatest efficiency to the care and rearing of their children. Since most of them have several children their abundant energy, patience and understanding are taxed to the limit to meet the

needs and demands of the family. Yet, they are aware of the fact that they had never really lived a full and worthwhile life until they began their careers as mothers.

While some of the mothers are working outside of the home now that their children are older, their working hours usually coincide with the time the children are in school. One of the mothers works outside of the home on Saturday leaving the children in charge of the oldest daughter until noon. At the present time only one of the families has a full time maid. Practically all of these model children have been cared for and supervised by their parents from babyhood to the present time. This fact is important since it indicates that the parents understand their children and their needs.

It is noteworthy that these mothers take time for recreation. They realize that the monotony of housework and the constant demands of young children make a change necessary, if they are to be the interesting and stimulating persons they should be. Since many of them are interested in clubs which provide an opportunity for relaxing study or play away from the home, it is possible that the climate of their homes may be determined thereby. The anticipation of a pleasant hour of relaxation at her club may take the drudgery out of work and hasten its completion, thus, the mother has a feeling of success and well-being which is sensed by the members of the family.

Her activities in her club work may influence her home making for the better or it may be the means of her keeping up with current affairs of the world and furnish food for thought and conversation at home.

The fact that both parents attend church and train their children to do so, is significant. It indicates that the parents realize the importance of forming the habit early in life when it is natural for the child to participate in the same activities as the parents. Thus it seems that the Christian spirit of the parents is reflected in the home atmosphere and in their mutual concern for the wholesome development of their children.

Elements Relating to the Home which Influence a Child

The ownership of their homes by all parents except one attests to their foresight, thriftiness, and awareness of the value of an established residence in which to rear their children.

The attractiveness of all the homes, as cited in Table V, exemplifies the pride of these families in their possessions, and their awareness of the fact that their prestige in the community is commensurate to the general appearance of their home and surroundings. Since the children have a share in keeping the home and grounds, they have a chance to develop discrimination and good taste as well as respect for property.

Since these homes have from five to eight rooms, with an arithmetical mean of six and three tenths, they are adequate

TABLE V ELEMENTS RELATING TO THE HOME WHICH INFLUENCE A CHILD

SUBJECT	HOUSE					ROOMS	
	OWN	RENT	NEIGHBORHOOD	KIND OF HEAT	APPEARANCE (ATTRACTIVE)	NUMBER	CHILD
							HAS OWN BATHS
BATTEN, F.	YES		GOOD	OIL FURNACE	YES	5	NO 1
BEERS, J.	ORPH- ANAGE		GOOD	STEAM	YES		NO
BOLAND, M.	YES		GOOD	OIL FURNACE	YES	7	YES 2
BOWDEN, C.	YES		GOOD	OIL HEATER	YES	6	NO 2
GILLIAM, R.	YES		GOOD	2 OIL HEATERS	YES	6	NO 1
HUGHES, K.	YES		GOOD	OIL FURNACE	YES	6	NO 2
MCDONALD, K.		YES	GOOD	STEAM	YES	6	NO 1
RICE, L.	YES		GOOD	OIL FURNACE	YES	8	NO 2
SHARPE, R.	YES		GOOD	HEATROLA	YES	5	YES 1
SMITH, H.W.	YES		GOOD	HEATROLA	YES	7	NO 1
WAGONER, E.	YES		GOOD	OIL FURNACE	YES	7	NO 1
WHITESELL, J.	YES		GOOD	HEATROLA	YES	7	YES 1
ARITHMETICAL MEAN	OWN HOME		GOOD	FURNACE	ATTRACTIVE	6.3	SHARES ROOM 1

for most of the families, and provide a fair degree of privacy for the various members.

Very few of the model pupils have rooms of their own, which is contrary to the general belief that it is more ideal for each child to have his own room. On the basis of this study one might question this opinion, for, these siblings seem to enjoy the companionship of another sibling. One of the girls requested that a younger sister room with her so that she could care for her. Furthermore, sharing a room has provided an excellent opportunity for these children to learn to live together. The careless and untidy child may have received valuable training if he has roomed with one who is neat.

While it is far more convenient to have more than one bath, one seems to have been adequate for most of these families. It may have been to their advantage since it offered an excellent opportunity for the children to learn to take turns, to be considerate of others, and to cooperate in a common enterprise of keeping it clean and tidy.

The fact that most of these homes are heated with furnaces signifies a maximum of comfort with a minimum of work. Consequently, it makes it possible for parents and siblings to pursue their respective interests without encroaching upon the rights of others.

After due consideration of the physical characteristics of these homes it seems that the majority of them are comfortable

and adequate for the needs of a growing family.

Household Conveniences and Recreational Facilities
which Influence a Child

The popularity of the automatic water heater, as revealed in Table VI, shows the importance attached to it as a labor saving device and as a means of comfort. These mothers of growing children considered it of inestimable value, since it provides plenty of hot water without the drudgery of firing a coal heater and the waste of time consumed therein.

Various electrical devices make it possible for these families to do their work with the output of a minimum of energy and time. The mothers, naturally, profit most from their use and appreciate the fact that they make it possible for them to devote more time to their families without being too tired to enjoy their company or to take part in their activities.

The fact that there are two or more radios in most of these homes is evidence that the needs of the children are recognized and taken care of. In this way they may listen to their favorite programs without feeling that they are depriving the parents of some program that is more suited to their tastes. The value of the radio as a means of instruction and entertainment is recognized by the parents who encourage its use, since it often keeps the children at home to hear favorite programs.

So far, television has invaded only one home. With it has come an influx of relatives and friends to enjoy the shows

TABLE VI HOUSEHOLD CONVENIENCES AND RECREATIONAL FACILITIES WHICH INFLUENCE A CHILD

SUBJECT	HOUSEHOLD EQUIPMENT		RECREATIONAL FACILITIES					
	WATER HEATERS	ELECTRICAL DEVICES	RADIO	TELEVISION	MUSICAL INSTRUMENT	BOOKS	MAGAZINES	NEWS PAPERS
BATTEN, F.	ELECTRIC HEATER	YES	1	0	0	YES	4	1
BEERS, J.	YES	*SOME	1	0	PIANO	LIBRARY	5	1
BOLAND, M.	ELECTRIC HEATER	YES	2	0	PIANO	YES	5	1
BOWDEN, C.	OIL HEATER	YES	2	0	PIANO RECORDER CORNET	YES	8	2
GILLIAM, R.	ELECTRIC HEATER	YES	1	1	PIANO	YES	3	3
HUGHES, K.	ELECTRIC HEATER	YES	2	0	RECORD PLAYER PIANO	YES	6	2
MCDONALD, K.	ELECTRIC HEATER	YES	2	0	RECORD PLAYER PIANO	YES	6	2
RICE, L.	ELECTRIC HEATER	YES	3	0	PIANO VIOLIN	YES	5	1
SHARPE, R.	ELECTRIC HEATER	YES	2	0	PIANO	YES	11	2
SMITH, H.W.	ELECTRIC HEATER	YES	1	0		FEW	5	1
WAGONER, E.	ELECTRIC HEATER	YES	2	0		FEW	4	1
WHITEGELL, F.	ELECTRIC HEATER	YES	2	0		FEW	4	1
ARITHMETICAL MEAN	ELECTRIC HEATER	ELECTRIC DEVICES	2	0	MUSICAL INSTRUMENTS	BOOKS	6.4	1.5

*ORPHANAGE

with the family.

In most of the homes there is a musical instrument, the piano being the favorite. While the piano is not as popular as a recreational facility as it was years ago, most of these parents consider it desirable for their children to acquire a certain skill in playing, for their own enjoyment or for the appreciation of music in general.

Small libraries were found in most of the homes. Those having only a few books borrowed regularly from a city library. In all homes reading was a favorite means of recreation for both parents and their siblings. This fact is significant for it may account, to a large extent for these children being model pupils. Early in life they learned that reading was desirable from seeing and hearing their parents read. The parents, because of their reading, acquired a larger vocabulary, which was passed on to the child during conversations in the home. His readiness for reading, acquired in the home, no doubt, proved an asset when he entered school and enabled him to experience immediate success.

From three to eleven magazines were provided by the parents with an arithmetical mean of six and four tenths. Since this number usually included one or more magazines for the children it signifies that the parents were mindful of the needs of their children and realized the value of reading current literature as well as books that have stood the test of time. Consequently, the children having their own magazines, felt

important and assured that their parents accepted them as unique persons. Varied reading material seems to have been a means of keeping them contented in the home.

With from one to three newspapers in the home it was possible for these families to keep abreast of the times.

It would seem that the provision of household conveniences is adequate to relieve these families of most of the drudgery of housework. Furthermore, the recreational facilities seem to offer social, educational, and cultural opportunities which help the child make socially acceptable adjustment.

Rearing the Child

A number of significant facts emerged as the mothers interviewed shared their experiences of rearing these model children.

Since all of these babies, except one, were breast fed, it seems that they benefitted from this close contact with their mothers at the inception of their lives. This was the baby's first identification with his family and the regular schedule was his first experience with outside controls. From the very first these experiences, no doubt, gave him a feeling of "belonging" to someone, which is important to the child as he grows. Even the very small child seems to respond to the love and tender care lavished on him during the nursing period. The bottle fed baby misses this close contact with his mother,

therefore, may not be as closely identified with her.

During babyhood most of the children had some proper toys, though the number varied. They amused themselves with cooking utensils, also, this was probably their first effort at creative play and music. As they grew older they were provided with toys and materials for drawing and other activities appropriate to their age. Only one of them attended kindergarten. Several of them have always had pets to care for and play with. The number of playmates has varied for the group, but all have played regularly with other children even though it necessitated the mother taking her child some distance to play.

The social needs of these children were not neglected in the home. The parents began quite early to teach them to use good manners in the home and out and also to share their possessions with others. They were permitted to entertain their friends in the home and the mothers assisted with their entertainment when necessary. This recognition of their friends may have given the children a sense of security in the home and added respect for themselves.

As soon as they were old enough these children were taught to pick up and put away their toys as their part in keeping the home. While most of the mothers felt that their success was not commensurate with the effort they made to train them, they realized that it was the first and a necessary step in the training process. The second step was less difficult since most

of the children evidenced a desire to "help" their mothers do their work. When old enough the children were given regular duties to perform as their part of the upkeep of the homes. In some homes the work was rotated to suit the convenience of the children, in others they were allowed to divide the work among themselves. Consequently, the children had an opportunity to make their own decisions and to compromise when necessary, which seems to have been excellent training for them. As a general rule they were not paid for this routine work but were rewarded for extra work at times. This training probably fostered a feeling of ownership in the home and helped them to understand the effort it took to keep it comfortable and attractive. As a result they are, no doubt, more considerate of their parents and less selfish in their demands at home and away.

While most of the boys have regular allowances, very few of the girls have had them regularly. They are given money as they need it. Several of them have earned money outside of the home and have been allowed to spend most of it without guidance. The parents do encourage them to save part of their earnings. Thus, it would seem that the child who has an allowance, or better still his own earnings, would feel very independent and self-reliant, and take pride in spending his money wisely in order to justify his parents confidence in him. Even though he does make mistakes, he may benefit therefrom.

In these families the children were allowed to share in the

plans for family activities. Their opinions were respected and given due consideration. In case of infraction of the rules they were given a chance to defend themselves before punishment was meted out. While they were not bad children, they were at times guilty of offenses typical of the normal child. They were punished most often for failure to finish assigned work, fighting with other siblings, disobedience, and running away as young children. During their early years corporal punishment was used by the parents when reasoning failed to correct the child's undesirable behavior. In most cases a switch or paddle was used. At times the offenders were made to sit in a chair for a while or sent to their rooms until ready to cooperate with the family. One child who took too long to get ready to go somewhere was left behind a few times--until cured. As a rule the older children, and some of the younger ones are punished by having coveted privileges taken away. It would seem that the tendency of these parents to let the child explain his undesirable behavior and then correct it at its inception makes their discipline more effective. In addition it may increase the child's respect for his parents and give him assurance of their interest in his welfare.

These model pupils reflect the careful home training they have had, for they are well-rounded, wholesome, healthy children. They are interested in various activities, appropriate to their ages, such as music, art, dancing, Scout work, movies, reading,

radio, sports, and card games. They have attended church and Sunday School since they were quite young and are active in the work of their church organizations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to discover the common elements in homes which produce model pupils. Case studies were made of twelve homes which have produced one or more model pupils, in an effort to determine the common elements in their home environment. Information was secured by means of a data sheet and personal interviews aided by a questionnaire. Tables were made from the material secured in the data sheets in order to discover the common elements.

Conclusions

As a result of this study, tentative conclusions may be drawn concerning the optimal home environment for the rearing of children who may be judged model pupils in school.

1. The home of the model pupil tends to be an attractive six-room house, located in a good neighborhood of a village. It is equipped with a furnace, an automatic water heater and other electrical appliances that save time and labor. Books, magazines, newspapers, radios and musical instruments provide for the recreational needs of the family.

2. In this home reside both parents and three or more siblings, a majority of whom are boys. This number assures

the natural socialization of each child. The parents are about the same age, therefore, they are congenial and in accord with regard to the rearing of the siblings. Furthermore, they are even-tempered, intelligent, and well educated Christian people, who are temperate in their habits and mutually concerned with the business of rearing a worthwhile, well-adjusted family.

3. The economic status of the family is good. The father is engaged in honorable work which produces an adequate income to provide a good living for his family, though not large enough to permit over indulgence of the children. The long residence of the family in the neighborhood, the ownership of the home and a car give the family prestige and an established community status.

4. Inasmuch as all the parents profess to be readers and to attend church and many of them are active members of one or more clubs, it is possible that the climate of the home is tempered thereby. The mother devotes her time to homemaking and is largely responsible for its climate which embodies the spirit of Christian living. In the family there is affection, sympathetic companionship; respect for each person's individuality, opinions, and rights; and, encouragement to develop to the extent of each child's ability.

5. In his family the model child is regarded as a normal child with a natural proclivity to err at times, though not as often as the average child. When discipline was necessary

as a young child he was given a chance to explain his behavior before he was punished. If he failed to listen to reason, his parents usually resorted to corporal punishment as the most effective means of discipline. As an older child he was punished by being deprived of privileges.

6. The home of the model pupil is stable. In it the child finds physical security, love, sympathy, moral guidance, social advantages and emotional and spiritual security, which promote growth and character development of the highest type.

Recommendations

Certain recommendations may be made on the basis of this study.

1. The school should improve and extend its educational services in order to provide an adequate program of parental education.

2. Through adult education the school can work toward this goal and give instruction in the ways and means of achieving it. Vast numbers of people could be reached by way of: (1) The Congress of Parents and Teachers, (2) Child study groups, (3) Mother's Clubs, (4) The movies, (5) Radio programs, (6) The Health Department, (7) The County Welfare Department, (8) Nurses from Insurance Companies, (9) Churches, (10) Scout Troop Mother's Committees, (11) Visiting Teachers, (12) Family physicians.

3. Inasmuch as the school is responsible for the general

education of the child it should make provision for teaching every child, boy or girl, on his own level, the basic principles upon which the home is built and the child is reared. This course should be given to slow learners before they are sixteen, since many drop out of school at that age, marry young, and have large families.

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APPENDIXES

APPENDIX - A

Character Traits of a Model Pupil as
Reported by Persons Interviewed

The opinions of the fifteen people interviewed are given below in alphabetical order, with a brief note identifying each person.

Albright, Mrs. Juanita M. A former science teacher in Elon College Public School, Elon College, North Carolina.

1. An independent worker.
2. Ability to grasp significant facts and to use them constructively.
3. Wide range of varied interests.
4. Adept at work and play with others.
5. Wide-awake B or C student, preferable to too studious A student.
6. Kindness and thoughtfulness.
7. Tolerance.
8. Normal interest in opposite sex.

Beck, Mrs. Mary T. A third grade teacher of Graham High School, Graham, North Carolina.

1. A child who puts honesty and fairness first, to the extent that he gives and demands such.
2. A child that is alert and observant.

3. A child with above average ability.
4. A child that is attentive and obedient.
5. A child who has a sense of humor.
6. A child who is systematic, independent worker.
7. A child who is courteous and kind.

Brittian, Mrs. Alma C. An eighth grade teacher of
Alexander Wilson High School, Graham, North Carolina, Route 2.

1. Initiative.
2. Forms his own opinions and draws his own conclusions.
3. Tolerance of other's opinions.
4. Good attitude toward his work and teachers.
5. Courtesy and consideration for others.
6. Dependability.
7. Willing and independent worker.
8. Sense of humor and cheerfulness.
9. Values good sportsmanship.
10. Perseverance.

Church, Miss Gena. Teacher of Diversified Occupations
of Graham High School, Graham, North Carolina.

1. Co-operation.
2. Initiative
3. Dependability.
4. Practical thinker.
5. Leader or follower.
6. Self control.

7. Varied interests.
8. Economical use of time for work or leisure.
9. Adept with social skills for age.
10. Truthfulness.
11. Courtesy.
12. Pleasing personality.
13. Tolerance.
14. Enthusiastic and independent worker.
15. Perseverance.
16. Industry.
17. Respect for self and others.

Coble, Mrs. Belle. A fourth grade teacher of Pleasant Garden High School.

1. Initiative.
2. Flexible personality.
3. Independent in working toward his goal in spite of disturbing factors.
4. Ambition to succeed.
5. Alert.
6. Open mind.
7. Intuition.
8. Above average student.
9. Tolerant of other's ideas and progress.
10. Integrity.

Glenn, Mrs. Kate B. Teacher of fifth grade of Alexander Wilson High School, Graham, North Carolina, Route 2.

1. Co-operation.
2. Curiosity about things.
3. Ideas and opinions of his own.
4. Leadership.
5. Initiative.
6. Trustworthiness.
7. Sense of humor.
8. Acceptance of responsibility.
9. Average or above average ability.
10. Self control.
11. Open mind.
12. Varied interests, both curricular and extra-curricular.
13. Respect for other's opinions and rights.

Horne, Miss Lillie B. An eighth grade teacher of Haw River School, Haw River, North Carolina.

1. Dependability.
2. Perseverance.
3. Tolerance.
4. Capability--normal or above.
5. Co-operation in curricular and extra-curricular activities.
6. Good attitude.
7. Resourcefulness.
8. Independent worker.
9. Industry.
10. Initiative.
11. Self-control.

12. Good health.

Hughes, Mrs. Gladys A. A first grade teacher of E.M.

Holt High School, Alamance County, North Carolina.

1. Mentally alert.
2. Inquisitive.
3. Social maturity for age.
4. Co-operation.
5. Independent, systematic worker.
6. Above normal intelligence.
7. Popularity.
8. Leader or follower.
9. Initiative.
10. Perseverance.
11. Agreeable personality.
12. Good health.

Longest, Mrs. Mabel. An eighth grade teacher in Graham

High School, Graham, North Carolina.

1. Co-operation.
2. Average intelligence.
3. Friendly attitude.
4. Receptive mind.
5. Pleasing personality.
6. Initiative.
7. Dependability.
8. Leadership.

9. Honesty.

McNutt, Dr. Franklin H. The Associate Dean of Education at Woman's College of the University of North Carolina, Greensboro, North Carolina.

1. A democrat; respects the rights of others.
2. Co-operation; joins in common enterprises and takes care of things.
3. Respect for personality.
4. Rugged independence; stands up for what he thinks is right; not stubborn but gives and takes.
5. Pragmatic thinker, with whom you can reason.
6. Trustworthiness.

Newton, Mrs. Maude Mae. The commercial teacher of E.M. Holt High School, Alamance County, North Carolina.

1. Superior intelligence.
2. Co-operation in curricular and extra-curricular activities.
3. Initiative.
4. Leadership.
5. Social maturity for age.
6. Self control.
7. Courtesy and consideration.
8. Pleasing personality.
9. Alert.
10. Respect for others rights and opinions.

11. Works for satisfaction of doing job well.

Perry, Mary Lou S. A first grade teacher of Graham High School, Graham, North Carolina.

1. Independent worker.
2. Co-operation in extra-curricular and curricular activities.
3. Dependability.
4. Work or play as leader or follower.
5. Consideration and courtesy.
6. Fair mindedness.
7. Good personality.
8. Good mixer.
9. Sense of humor.

Thompson, Miss Elizabeth. A sixth grade teacher at Haw River High School, Haw River, North Carolina.

1. Above average ability.
2. Intellectual inquisitiveness.
3. Interest in varied activities.
4. Respect for rights and opinions of others.
5. Initiative in working out own problems.
6. Courtesy and kindness.
7. Dependability.
8. Willingness to lead or follow.
9. Worthy use of time in work or recreation.
10. Perseverance.

11. Self-control.

12. Reliability.

Vaughn, Mr. H. E. The principal of Curry School,
Greensboro, North Carolina.

1. Alert.

2. Intellectual curiosity.

3. Good personality.

4. Co-operation.

5. Normal or above normal intelligence.

6. Varied interests.

7. Integrity.

8. Resourceful use of time for work and play.

9. Independence.

Wooten, Mr. L. R. The Director of Instruction in Alamance County, North Carolina.

1. Shows independence and self-reliance.

2. Assumes responsibility for his conduct.

3. Gets along well with other children as leader or follower; plays fair.

4. Shares with others.

5. Respects rights and possessions of others.

6. Takes criticism without resentment.

7. Accepts happily regular daily routine.

8. Is happy and free from worry, whining, pouting and fretting.

9. Is free from excessive day dreaming.
10. Shows ability to carry out ideas, inventing new activities.
11. Concerns himself whole-heartedly in work and play.
12. Sticks to an activity or enterprise until it is finished.
13. Distinguishes between truth and falsehood.
14. Asks questions to obtain information.
15. Expresses self clearly.
16. Follows directions well.
17. Uses resource materials to advantage.
18. Explores areas to find those things which are of interest and meaningful.
19. Develops needed skills.
20. Good health.

APPENDIX - B

QUESTIONNAIRE USED IN INTERVIEWS

1. Was the child started on regular schedule?
2. Was the child breast-fed?
3. Was the child reared under guidance of a pediatrician, or family physician?
4. Was the child reared by a book?
5. Were magazine articles on child care helpful?
6. What toys were first used?
7. Did the child attend kindergarten?
8. How did pre-school child amuse himself?
9. If any, what pets did the child have?
10. Was the child exploited for pleasure of elders?
11. Was the child encouraged to share toys?
12. Was the child instructed in good manners?
13. Was the child taught to pick up toys?
14. Was the child allowed to help care for the home?
15. Was he paid for his work?
16. Was work rotated among siblings?
17. Was the child treated as an adult with a mind of his own?
18. Was the child nagged continuously about his behavior?
19. If child's report card disappointed parents, was child scolded before having a conference with his teacher?

20. How was the child disciplined?
21. What type infraction?
22. Was the child allowed to invite friends to home?
23. Did parents assist in entertaining?
24. What kind of playmates did the child have?
25. Did the child have an allowance?
26. Did the child earn money outside?
27. Was he allowed to spend earnings without supervision?
28. Did the child have part in planning recreation of family?
29. Does parental solicitude of child's encourage him to complain?
30. Does the child enjoy good health?
31. Does the child have a hobby?

APPENDIX - C

COPY OF DATA SHEET

1. Name of subject:
2. Age:
3. Sex:
4. Siblings: 1 2 3 4 5 6 7 8 9 10
5. Lives with both parents:
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in Orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence:
17. Moved often:
18. Economic status of family:
The Father
19. Age:
20. Temperament:

- 21. Education:
- 22. Occupation:
- 23. Avocation:
- 24. Recreation:
- 25. Clubs:

The Mother

- 26. Age:
- 27. Temperament:
- 28. Education:
- 29. Occupation:
- 30. Avocation:
- 31. Recreation:
- 32. Clubs:

The Home

- 33. Neighborhood:
- 34. Private home:
- 35. Apartment:
- 36. Rents home:
- 37. Owns home:
- 38. Appearance of home and grounds:
- 39. Rooms in home:
- 40. Home Adequate:
- 41. Child has own room:
- 42. Home Attractive and livable:
- 43. Heating System:

- 44. Labor saving devices:
- 45. Piano:
- 46. Radio:
- 47. Record player:
- 48. Records:
- 49. Television:
- 50. Books:
- 51. Daily papers:
- 52. Magazines:

Religious Life of Family

- 53. Parents attend church:
- 54. Child attends with parents:
- 55. Child attends with friends:
- 56. Parents attend Sunday School:
- 57. Child attends Sunday School:
- 58. Father member of church organizations:
- 59. Mother member of church organization:
- 60. Child member of church organizations:

Rating of Family

- 61. Stable:

APPENDIX - D

CASE STUDY DATA SHEETS

1. Name of subject: Freeman Batten
2. Age: 10
3. Sex: Male
4. Siblings: ① ② ③ ④ 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in the home: No
14. Boarders in the home: No
15. Roomers in the home: No
16. Residence: Veteran's Drive
17. Moved often: Several times--country, city and to present
18. Economic status of the family: Fair, though inadequate at times.

The Father

19. Age: 36

- 20. Temperament: Nervous--high temper
- 21. Education: Eighth grade in deaf school
- 22. Occupation: Weaver--very highly skilled.
- 23. Avocation:
- 24. Recreation: Reading, occasional movie, family gatherings.
- 25. Clubs:

The Mother

- 26. Age: 36
- 27. Temperament: Even, calm.
- 28. Education: Finished eleventh grade in deaf school.
- 29. Occupation: Homemaker and wrapper in hosiery mill.
- 30. Avocation:
- 31. Recreation: Reading, occasional movie, family gatherings.
- 32. Clubs:

The Home

- 33. Neighborhood: Heterogeneous group, fair income
- 34. Private home: Yes
- 35. Apartment: No
- 36. Rents home: No
- 37. Owns home: Yes
- 38. General appearance of home and grounds: Attractive home, grounds in process of improving.
- 39. Number of rooms in home: 5
- 40. Home adequate: No
- 41. Child has own room: Shares room with younger brother.

42. Home attractive and liveable: Yes. Furnished by the father's brother.
43. Heating system: Oil furnace.
44. Labor saving devices: Electric stove, clock, refrigerator, water heater, and washer.
45. Piano: No.
46. Radio: Yes.
47. Record player: No.
48. Television: No.
49. Books: Some
50. Daily newspapers: One.
51. Magazines: Life, Look, Time, Saturday Evening Post are given by a friend.

Religious Life of Family

52. Attend church: Yes.
53. Child attends with parents: Occasionally. Parents attend church for deaf.
54. Child attends Sunday School: Yes.
55. Parents attend Sunday School: Yes.
56. Father is member of church organizations: No.
57. Mother is member of church organizations: No.
58. Child is member of church organizations: No.

Rating of Family

59. Stable: Yes.

Data Sheet

1. Name of subject: Janet Beers
2. Age: 15
3. Sex: Female
4. Siblings: ①~~2~~③~~4~~⑤⑥~~7~~~~8~~ 9 10
5. Lives with both parents:
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in Orphanage: Yes
11. Has one parent living: Father
12. Adopted:
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: The Christian Orphanage, Elon College, N. C.
17. Moved often: Once
18. Economic status of family:

Father

19. Age: Middle-aged
20. Temperament: Even
21. Education: Very little
22. Occupation: Mill

- 23. Avocation:
- 24. Recreation:
- 25. Clubs:

The Mother

- 26. Age: Dead. Middleaged
- 27. Temperament: Even
- 28. Education:
- 29. Occupation: Homemaker
- 30. Avocation:
- 31. Recreation:
- 32. Clubs:

The Home

- 33. Neighborhood: Orphanage
- 34. Private home:
- 35. Apartment:
- 36. Rents home:
- 37. Owns home:
- 38. Appearance of home and grounds:
- 39. Rooms in home:
- 40. Home Adequate: Yes
- 41. Child has own room: Shares room with friend
- 42. Home Attractive and livable: Yes
- 43. Heating System: Yes
- 44. Labor saving devices: Yes
- 45. Piano: Yes
- 46. Radio: Yes

- 47. Record player: No
- 48. Records: No
- 49. Television: No
- 50. Books: Yes
- 51. Daily papers: One
- 52. Magazines: Yes

Religious Life of Family

- 53. Parents attend church:
- 54. Child attends with parents:
- 55. Child attends with friends: Yes
- 56. Parents attend Sunday School:
- 57. Child attends Sunday School: Yes
- 58. Father member of church organizations:
- 59. Mother member of church organizations:
- 60. Child member of church organizations: Yes.

Rating

- 61. Stable: Yes.

Data Sheet

1. Name of subject: Margaret Boland
2. Age: 15
3. Sex: Female
4. Siblings: ~~XXXX~~ 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in Orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home: Grandfather
14. Boarders in home:
15. Roomers in home:
16. Residence: Near village
17. Moved often: Several. Three times since Margaret was born.
18. Economic status of family: Above average income.
Own home, small farm and two cars.

Father

19. Age: Fifty
20. Temperament: Even, mild tempered and reserved
21. Education: Oak Ridge Military Academy, business course.

- 22. Occupation: Supervisor of Personnel and Safety with Associated Transport Company.
- 23. Avocation: Farmer; member of school board.
- 24. Recreation: Bridge, movies, reading
- 25. Clubs: Civic club

The Mother

- 26. Age: 50
- 27. Temperament: Even, amiable and resourceful
- 28. Education: Two years in college; teachers course
- 29. Occupation: Teacher
- 30. Avocation: Homemaker
- 31. Recreation: Reading, movies, bridge
- 32. Clubs: Women's Club, Congress of Parents and Teachers

The Home

- 33. Neighborhood: Live on small farm
- 34. Private home: Yes
- 35. Apartment:
- 36. Rents home:
- 37. Owns home: Yes
- 38. Appearance of home and grounds: Very attractive
- 39. Rooms in home: Seven - two baths
- 40. Home Adequate: Yes
- 41. Child has own room: Yes
- 42. Home attractive and livable: Yes
- 43. Heating system: Oil furnace

44. Labor saving devices: Electric stove, refrigerator,
water heater, washing machine, iron, radio
45. Piano: Yes
46. Radio: Yes
47. Record Player:
48. Records:
49. Television:
50. Books: Yes
51. Daily papers: Two
52. Magazines: Life, Reader's Digest, Good Housekeeping,
Ladies' Home Journal, Better Homes and Gardens, The
American Girl, Movie Magazines

Religious Life of Family

53. Parents attend church: Yes
54. Child attends church with parents: Yes
55. Child attends with friends:
56. Parents attend Sunday School: Yes - mother teaches
57. Child attends Sunday School: Yes
58. Father member of church organizations: No
59. Mother member of church organizations: Yes
60. Child member of church organizations: Yes

Rating of Family

61. Stable: Yes

Data Sheet

1. Name of subject: Charles Bowden
2. Age: 10
3. Sex: Male
4. Siblings: ①②③ 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in Orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: Elon College, N.C.
17. Moved often: Changed houses
18. Economic status of family: Above average income. Own home and car.

The Father

19. Age: 43
20. Temperament: Nervous, sensitive but well controlled; patient, amiable, versatile
21. Education: B.S., Virginia Polytechnic Institute, PhD in Philosophy, from Yale University

- 22. Occupation: Teacher, and Dean of the College
- 23. Avocation: Minister
- 24. Recreation: Movies, reading, radio, bridge, golf
- 25. Clubs: Civic club, various Academic organizations

The Mother

- 26. Age: 41
- 27. Temperament: Even, independent, sociable, cultured,
a gifted musician, versatile
- 28. Education: M.A. degree from Yale University, in
Christian Ethics
- 29. Occupation: Homemaker
- 30. Avocation:
- 31. Recreation: Movies, concerts, lectures, reading,
music, bridge
- 32. Clubs: Woman's Club, Congress of Parents and Teachers,
American Association of University Women

The Home

- 33. Neighborhood: Good
- 34. Private home: Yes
- 35. Apartment:
- 36. Rents home:
- 37. Owns home: Yes
- 38. Appearance of home and grounds: Attractive
- 39. Rooms in home: 6
- 40. Home Adequate: No; need play room

41. Child has own room: Shares room with older brother
42. Home attractive and livable: Yes
43. Heating system: Oil heater
44. Labor saving devices: gas range, hot water heater,
mixmaster, iron, vacuum cleaner, washing machine
45. Piano: Yes
46. Radio: Yes
47. Record player: Yes
48. Records: Yes
49. Television:
50. Books: General collection, including a good encyclopedia;
comic books
51. Daily papers: 2
52. Magazines: Children's Activities, Life, The Saturday
Evening Post, Time, The American, Collier's, The Missionary
Herald, and Social Action

Religious Life of Family

53. Parents attend church: Father preaches; mother
has attended church regularly until recently
54. Child attends church with parents: children attend
together
55. Child attends with friends:
56. Parents attend Sunday School: Father teaches
57. Child attends Sunday School: Yes

58. Father member of church organizations: Yes -
Convention board

59. Mother member of church organizations: Yes

60. Child member of church organizations: Yes

Rating

61. Stable: Yes

Data Sheet

1. Name of subject: Rachel Gilliam
2. Age: 10
3. Sex: Female
4. Siblings : ①X③ 4 5 6 7 8 9 10
5. Lives with parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in the home: No
14. Boarders in the home: No
15. Roomers in the home: No
16. Residence: 3 miles from village
17. Moved often: Once
18. Economic status of the family: Average. Own home, part of grocery store, and car.

19. The Father

19. Age: 43
20. Temperament: Even; mild mannered
21. Occupation: Merchant
22. Education: 6 years in college

- 23. Avocation: None
- 24. Recreation: Reading, radio, television, bridge, movies
- 25. Clubs: Two civic clubs

The Mother

- 26. Age: 43
- 27. Temperament: Even, easy-going, unperturbed by confusion.
- 28. Education: 2 years in college--average student.
- 29. Occupation: Homemaker
- 30. Avocation: None
- 31. Recreation: Bridge, movies
- 32. Clubs: Home Demonstration Club

The Home

- 33. Neighborhood: Fair
- 34. Private home: Yes
- 35. Apartment:
- 36. Rents home:
- 37. Owns home: Yes
- 38. General appearance of home and grounds: More attractive
than neighbors
- 39. Rooms in home: 6
- 40. Home Adequate: Yes
- 41. Child has own room: Shares with younger brother but
will have her own soon.
- 42. Home attractive and livable: Yes
- 43. Heating system: Oil heater

- 44. Labor saving devices: Yes
- 45. Piano: Yes
- 46. Radio: Yes
- 47. Record player: No
- 48. Records: No
- 49. Television: Yes
- 50. Books: Yes
- 51. Daily papers: 3
- 52. Magazines: Life, Reader's Digest, McCall's

Religious Life of Family

- 53. Attend church: Yes
- 54. Child attends with parents: Yes
- 55. Child attends with friends: No
- 56. Parents attend Sunday School: Mother attends
- 57. Child attends Sunday School: Yes
- 58. Father member of church organizations: No
- 59. Mother member of church organizations: Active in

Missionary Society

- 60. Child member of church organizations: No

Rating of Family

- 61. Stable: Yes

Data Sheet

1. Name of subject: Kay Hughes
2. Age: 11
3. Sex: Female
4. Siblings: ~~XX~~ 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with father:
7. Lives with mother:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in the family:
14. Boarders in the home:
15. Roomers in the home:
16. Residence: Elon College, North Carolina
17. Moved often: No
18. Economic status of the family: Above average income; owns home, local store, and automotive business.

The Father

19. Age: 37
20. Temperament: Even; quiet unassuming manner
21. Education: A.B. degree from Elon College
22. Occupation: Automobile dealer
23. Recreation: Golf, hunting, football and basket ball games

bridge, and dancing.

24. Avocation:

25. Clubs: Civic club, American Business Club, Country Club

The Mother

26. Age: 37

27. Temperament: Even, sensitive, practical imaginative, intelligent, though not intellectual

28. Education: A.B. at Elon College

29. Avocation: Sewing

30. Occupation: Homemaker

31. Recreation: Movies, dancing, bridge, reading

32. Clubs: Garden Club, two bridge clubs, Woman's Club, Country Club, and Congress of Parents and Teachers

The Home

33. Neighborhood: Very good

34. Private home: Yes

35. Apartment:

36. Rents home:

37. Owns home: Yes

38. General appearance of home and grounds: Attractive; well kept grounds.

39. Rooms in home: 6

40. Home adequate: Yes

41. Child has own room: Shares with sister

42. Home attractive and livable: Yes

43. Heating system: Oil furnace
44. Labor saving devices: automatic hot water, electric stove, washing machine, iron, mixmaster, vacuum cleaner
45. Piano: Yes
46. Radio: Yes
47. Record player: Yes
48. Recorder: No
49. Television: No
50. Books: Some including good encyclopedia
51. Magazines: Automotive News, McCall's, The American Home, Reader's Digest, Life, National Parent and Teacher's Magazine, Calling All Girls, The American Girl, The Christian Sun
52. Daily papers: 2

Religious Life of Family

53. Attend Church: Occasionally
54. Child attends with parents: Occasionally
55. Child attends with friends: Occasionally
56. Parents attend Sunday School: No
57. Child attends Sunday School: Yes
58. Father member of church organizations: Finance board
59. Mother member of church organizations: Missionary Society
60. Child member of church organizations: Junior Pilgrim Fellowship

Rating of Family

61. Stable: Yes

Data Sheet

1. Name of subject: Kathleen Mc^Donald
2. Age: 14
3. Sex: Female
4. Siblings: ①~~X~~ 3 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home:
14. Boarders in home: a high school teacher, not considered
outsider
15. Roomers in home:
16. Residence: Elon College, N.C.
17. Moved often: Several times - Twice since Kathleen
was born
18. Economic status of family: Moderate; own car; owned farm
until last summer.
The Father
19. Age: 44
20. Temperament: Even
21. Education: M.A. degree - working summer on Ph^D

- 22. Occupation: College teacher
- 23. Avocation: Gardening, cooking
- 24. Recreation: Reading, movies, radio
- 25. Clubs: Civic club

The Mother

- 26. Age: 41
- 27. Temperament: Even, active and versatile
- 28. Education: M.A. degree
- 29. Occupation: College teacher - homemaker
- 30. Avocation:
- 31. Recreation: Reading, bridge, movies, concerts
- 32. Clubs: French, Study Forum, bridge

The Home

- 33. Neighborhood: Good
- 34. Private home: Yes
- 35. Apartment:
- 36. Rents home: Yes
- 37. Owns home:
- 38. Appearance of home and grounds: Neat and well-kept
- 39. Rooms in home: 6
- 40. Home Adequate: Yes
- 41. Child has own room: Shares with friend
- 42. Home attractive and livable: Yes
- 43. Heating system: Steam
- 44. Labor saving devices: Yes

- 45. Piano: Yes
- 46. Radio: Yes
- 47. Record player: Yes
- 48. Records: Yes
- 49. Television:
- 50. Books: Yes
- 51. Daily papers: Yes - 2
- 52. Magazines: Several, Good Housekeeping, Reader's Digest
Life, Coronet, Fortune, Harper's

Religious Life of Family

- 53. Parents attend church: Yes
- 54. Child attends with parents:
- 55. Child attends with friends:
- 56. Parents attend Sunday School: Father does; teaches
at times
- 57. Child attends Sunday School: Yes
- 58. Father member of church organizations:
- 59. Mother member of church organizations: Missionary Society
- 60. Child member of church organizations: Pilgrim Fellowship

Rating of Family

- 61. Stable: Yes

Data Sheet

1. Name of subject: Lidetta Rice
2. Age: 13
3. Sex: Female
4. Siblings: ~~XXXX~~ 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: Elon College, N.C.
17. Moved often: Yes; 3 times since Lidetta was born.
18. Economic status: very good

The Father

19. Age: 41
20. Temperament: very nervous, thorough
21. Education: Ph D, Zoology
22. Occupation: Teacher; now Zoologist
23. Avocation:

24. Recreation: Flies, fishing, plays violin, lectures,
concerts, travel

25. Clubs: Civic club

The Mother

26. Age: 39

27. Temperament: Even tempered, intelligent, imaginative
practical

28. Education: A.B. degree, in mathematics

29. Occupation: Homemaking

30. Avocation: Town clerk

31. Recreation: Reading, bridge, concert courses, and movies

32. Clubs: Garden, Study Forum, and bridge

33.

The Home

33. Neighborhood: Very good

34. Private home:

35. Apartment:

36. Rents home:

37. Owns home: Yes

38. Appearance of home and grounds: Attractive, wellkept

39. Rooms in home: 8, with two baths

40. Home Adequate: Yes

41. Child has own room: Shares room with young sister

42. Home Attractive and livable: Yes

43. Heating system: Oil furnace

44. Labor saving devices: electric range, refrigerator, Bendix washer, grill and iron
45. Piano: Yes
46. Radio: Yes, three
47. Record player:
48. Records:
49. Television:
50. Books: Yes
51. Daily papers: one
52. Magazines: Etude, Coronet, Reader's Digest, Science, and the Scientific Monthly

Religious Life of the Family

53. Parents attend church: irregular
54. Child attends with Parents: when they go
55. Child attends with friends:
56. Parents attend Sunday School: irregular; mother has been a teacher at times
57. Child attends Sunday School: Yes
58. Father member of church organizations:
59. Mother member of church organizations: Missionary Society
60. Child member of church organizations: Yes

Rating of Family

61. Stable: Yes

Data Sheet

1. Name of subject: Ronnie Sharpe
2. Age: 14
3. Sex: Male
4. Siblings: ①② 3 4 5 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living
12. Adopted:
13. Relatives living in the home:
14. Boarders in the home:
15. Roomers in the home:
16. Residence: Near Highway 70
17. Moved often: No
18. Economic status of the family: Above average. Owns home,
farm.

The Father

19. Age: 40
20. Temperament: Even, reserved and temperate
21. Education: Tenth grade
22. Occupation: Foreman in hosiery mill

Data Sheet

23. Avocation: Cabinet maker
24. Recreation: Hunting, reading, radio, movies
25. Clubs: 4 H Club work, Grange, Recreation Club composed of young married couples

The Mother

26. Age: 35
27. Temperament: Sanguine--more uninhibited than husband--above average intelligence
28. Education: 1 year of college
29. Occupation: Homemaker; worked during the war
30. Avocation:
31. Recreation: Reading, radio, movies
32. Clubs: 4 H Club work, Grange, Recreation Club

The Home

33. Neighborhood: Good
34. Private home: Yes
35. Apartment:
36. Rents home:
37. Owns home: Yes
38. General appearance of home and grounds: Attractive
39. Number of rooms in home: 5
40. Home adequate: Yes
41. Child has own room: Yes
42. Home attractive and livable: Yes

43. Heating system: Oil heater
44. Labor saving devices: Electric stove, refrigerator, water pump, water heater, iron, washer, mixmaster, workshop equipment
45. Piano: Yes
46. Radio: 2
47. Record Player: No
48. Recorder: No
49. Television: No
50. Books: Yes; member of Book of Month Club
51. Daily papers: 2
52. Magazines: Nations Business, The Knitter, Readers Digest, American Home, Better Homes and Gardens, National Geographic, Southern Planter, Farm Journal, Parents, Hunting and Fishing, and AirPlane Modelling.

53. Religious Life of Family

53. Attend church: Yes
54. Child attends with parents: Yes
55. Child attends with friends:
56. Parents attend Sunday School: Yes. Both teach
57. Child attends Sunday School: Yes
58. Father member of church organizations:
59. Mother member of church organizations:
60. Child member of church organizations:

Rating of Family

61. Stable: Yes

Data Sheet

1. Name of subject: H.W. Smith
2. Age: 15
3. Sex: Male
4. Siblings: ~~X~~2~~X~~45 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: Highway 70
17. Moved often: Once
18. Economic status of family: Above average; own home and car

The Father

19. Age: 37
20. Temperament: nervous, impatient
21. Education: Sixth grade
22. Occupation: machinist in knitting mill
23. Avocation: Gardening, raising pigs

24. Recreation: Movies, ball games, radio, reading
25. Clubs: No

The Mother

26. Age: 37
27. Temperament: Even
28. Education: Ninth grade
29. Occupation: Homemaker - worked until four years ago
30. Avocation: Sewing
31. Recreation: Reading, radio
32. Clubs: No

The Home

33. Neighborhood: Good
34. Private home: Yes
35. Apartment:
36. Rents home
37. Owns home: Yes
38. Appearance of home and grounds: good
39. Rooms in home: Four and bath; three upstairs not finished but used
40. Home Adequate: When finished
41. Child has own room: No. Shares with brother
42. Home attractive and livable: Comfortable and livable
43. Heating system: Heatrola
44. Labor saving devices: Electric stove, refrigerator, iron, vacuum cleaner

- 45. Piano: No
- 46. Radio: One
- 47. Record player:
- 48. Records:
- 49. Television:
- 50. Books: Few; borrow from library
- 51. Daily papers: One
- 52. Magazines: McCall's, Modern Mechanic, several sports magazines

Religious Life of Family

- 53. Parents attend church: Regularly
- 54. Child attends with parents: No; attends neighborhood church
- 55. Child attends with friends: Yes
- 56. Parents attend Sunday School: Yes
- 57. Child attends Sunday School: Yes; attended eight years without absence
- 58. Father member of church organizations: Brotherhood
- 59. Mother member of church organizations: Missionary Society
- 60. Child member of church organizations: Yes

Rating of Family

- 61. Stable: Yes

Data Sheet

1. Name of Subject: Emma Wagoner
2. Age: 13
3. Sex: Female
4. Siblings: ~~X~~2~~X~~45 6 7 8 9 10
5. Lives with both parents: Yes
6. Lives with mother:
7. Lives with father:
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage
11. One parent living:
12. Adopted
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: Near village
17. Moved often: No
18. Economic status of family: Moderate: owns home,
small farm, car

The Father

19. Age: 38
20. Temperament: Even, agreeable and patient
21. Education: Eighth grade
22. Occupation: Fixer in a hosiery mill

- 23. Avocation: Mechanic and plumber
- 24. Recreation: Reading, radio, movies
- 25. Clubs: No

The Mother

- 26. Age: 40
- 27. Temperament: Nervous though well controlled. Patient and very intelligent
- 28. Education: One year in college, laboratory course dietetics
- 29. Occupation: Homemaker
- 30. Avocation:
- 31. Recreation: Reading, radio, movies
- 32. Clubs: No

The Home

- 33. Neighborhood: Country - Father's brother lives nearby
- 34. Private home: Yes
- 35. Apartment:
- 36. Rents home:
- 37. Owns home: Yes
- 38. Appearance of home and grounds: Neat and Attractive good view
- 39. Rooms in home: Seven and bath
- 40. Home adequate: Yes
- 41. Child has own room: Shares room with younger sister
- 42. Home attractive and livable: Simple but comfortable "Frills later".

- 43. Heating system: Oil furnace
- 44. Labor saving devices: Automatic hot water heater,
refrigerator, iron, mixmaster, washing machine
- 45. Piano:
- 46. Radio: Two radios
- 47. Record player: No
- 48. Records: No
- 49. Television: No
- 50. Books: A few; borrow from library
- 51. Daily papers: One
- 52. Magazines: The Ladies' Home Journal, Better Homes and
Gardens, Parents

Religious Life of Family

- 53. Parents attend church: Yes
- 54. Child attends with parents: Yes
- 55. Child attends with friends: No
- 56. Parents attend Sunday School: Yes. Mother teaches class
of sixty women
- 57. Child attends Sunday School: Yes
- 58. Father member of church organizations: Brotherhood
- 59. Mother member of church organizations: Guild
- 60. Child member of church organizations: Yes

Rating of Family

- 61. Stable: Yes

Data Sheet

1. Name of subject: Jacky Whitesell
2. Age: 14
3. Sex: Male
4. Siblings: ①②③④⑤ 6 7 8 9 10
5. Lives with both parents: Y
6. Lives with mother: Yes
7. Lives with father: Died three years ago
8. Has step parent:
9. Parents divorced:
10. Lives in orphanage:
11. One parent living:
12. Adopted:
13. Relatives living in home:
14. Boarders in home:
15. Roomers in home:
16. Residence: Highway 70
17. Moved often: No
18. Economic status: Average income; own home, farm, car

The Father

19. Age: Deceased
20. Temperament: Nervous, independent and "stubborn"
21. Education: Eighth grade
22. Occupation: Carpenter
23. Avocation

23. Recreation:

25. Clubs:

The Mother

26. Age: 44

27. Temperament: Even most of the time; reserved

28. Education: High school graduate

29. Occupation: Looper in hosiery mill

30. Avocation: Homemaker

31. Recreation: Reading, radio, movies

32. Clubs: Home Demonstration, Congress of Parents and
Teachers

The Home

33. Neighborhood: Fair

34. Private home: Yes

35. Apartment:

36. Rents home:

37. Owns home: Yes

38. Appearance of home and grounds: Neat and homelike

39. Rooms in home: Seven and bath

40. Home adequate: Yes

41. Child has own room: Yes

42. Home attractive and livable: Yes

43. Heating system: Coal heater

44. Labor saving devices: Electric refrigerator, stove,
hot water heater, washing machine, iron

- 45. Piano: No
- 46. Radio: Two
- 47. Record player:
- 48. Records:
- 49. Television:
- 50. Books: Few; borrow from library
- 51. Daily papers: Yes
- 52. Magazines: McCall's, Messenger, Ladies' Home Journal,
Popular Mechanic

Religious Life of Family

- 53. Parents attend church: Yes
- 54. Child attends with parents: Yes
- 55. Child attends with friends:
- 56. Parents attend Sunday School: Yes
- 57. Child attends Sunday School: Yes
- 58. Father member of church organizations:
- 59. Mother member of church organizations: Yes; Guild, choir
- 60. Child member of church organizations: Yes

Rating of Family

- 61. Stable: Yes